

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140019

Grants.gov Tracking#: GRANT11693868

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- ☐ Preapplication
- ☒ Application
- ☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
- ☐ Continuation
- ☐ Revision

*** If Revision, select appropriate letter(s):***** Other (Specify):***** 3. Date Received:**

07/02/2014

4. Applicant Identifier:**5a. Federal Entity Identifier:**

870217280

5b. Federal Award Identifier:**State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:***** a. Legal Name:**

Brigham Young University

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

870217280

*** c. Organizational DUNS:**

0090940120000

d. Address:*** Street1:**

A-285 ASB Campus Drive

Street2:*** City:**

Provo

County/Parish:*** State:**

UT: Utah

Province:*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

846021231

e. Organizational Unit:**Department Name:**

ORCA

Division Name:**f. Name and contact information of person to be contacted on matters involving this application:****Prefix:**

Mr.

*** First Name:**

Gary

Middle Name:*** Last Name:**

Reynolds

Suffix:**Title:** Dir. Office of Research & Creative Activities**Organizational Affiliation:**

Certified Representative

*** Telephone Number:**

801-422-6177

Fax Number:

801-422-0620

*** Email:** gary_reynolds@byu.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Brigham Young University Center for International Business Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,454,212.00"/>
* b. Applicant	<input type="text" value="3,685,454.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,139,666.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Gary Reynolds	Associate Academic Vice President
APPLICANT ORGANIZATION	DATE SUBMITTED
Brigham Young University	07/02/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Brigham Young University"/> * Street 1 <input type="text" value="A-285 ASB Campus Drive"/> Street 2 <input type="text"/> * City <input type="text" value="Provo"/> State <input type="text" value="UT: Utah"/> Zip <input type="text" value="84602"/> Congressional District, if known: <input type="text" value="UT-003"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Dept. of ED"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NONE"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NONE"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NONE"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NONE"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Gary Reynolds"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Gary"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reynolds"/> Suffix <input type="text"/> Title: <input type="text" value="Director"/> Telephone No.: <input type="text" value="8014226177"/> Date: <input type="text" value="07/02/2014"/>		
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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Brigham Young University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Alan Middle Name: R.
* Last Name: Harker Suffix: Ph.D.
* Title: Associate Academic Vice President

* SIGNATURE: Gary Reynolds

* DATE: 07/02/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

PROPOSAL ABSTRACT

We propose to advance the global competitiveness of U.S. business by preparing students to become future industry leaders who understand the complexities of the international economy. We will help managers operate more effectively in highly competitive and globally integrated markets. In dealing with global issues, we will leverage the strengths of our business programs and other centers of excellence at BYU, the language and international experience of our students, the rich language and area studies programs at BYU, and our networks with other colleges and universities, recruiters, and alumni.

The proposed activities are designed to:

- A. ***Develop interdisciplinary programs for both business and non-business students that will help them develop a global mindset.*** We will work with our departments and programs to develop innovative **global** pathways utilizing the model recently instituted by our Dean to *Learn-Do-Become* (LDB): learn (immersive, multi-semester integrated and sequential curriculum), do (real-world experiences through projects and internships), and become (students who graduate with a strong professional skill-set and identity).
- B. ***Provide leadership in business language and culture training for students and the business community.*** Intensive language programs and their integration with the business curriculum are the foundation of the enabling legislation and the competitive advantage of BYU since approximately 70 percent of our students are bilingual and have lived abroad. We will leverage our strong language and area study programs as we implement language programs and courses specifically for less commonly taught languages. We will also make our curriculum innovations available to other universities and the business community.
- C. ***Expand collaboration with other colleges and universities in the region and nation, including community colleges and MSIs.*** This is the first dimension of external collaboration we will discuss in our program, and we will demonstrate how our network with 39 colleges and universities in 10 western states will allow us to work together to develop and share curriculum and program innovations for students at all levels, including community colleges and universities with both undergraduate and graduate programs.
- D. ***Collaborate with the business community.*** This is the second area of collaboration where we will work with individual companies and public and private sector organizations in Utah to expand exports and attract foreign investment, which will bring in jobs and trade opportunities, and create internships and student projects.
- E. ***Establish a strong and multi-faceted research agenda.*** We will provide funding for projects that will strength our curriculum, add to our understanding of global markets, and provide information to the business community to help them succeed in export markets.

As we address the intent of the legislation and fulfill the mandated activities, we will integrate several key themes into our programs, including *the importance of emerging markets*, especially in sub-Saharan Africa and Asia; *the importance of ethics and social responsibility*; and *the importance of entrepreneurship, innovation, and technology*.

Finally, we address Competitive Preference Priorities 1 and 2 and Invitational Priorities 1 and 2 as part of our activities listed above and will identify how we will accomplish them in Supplements 3-6.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

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PROJECT NARRATIVE

Abstract

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SECTION 1: MEETING THE PURPOSES OF THE STATUTE (20 POINTS)

The Brigham Young University Center for International Business Education (BYU CIBE) in the Marriott School of Management has been funded by the U.S. Department of Education since 1990 and requests \$1.46 million in funding to help operate 55 new activities during the 2014-2018 funding cycle.

Dramatic changes in the global economy have increased the challenges identified in the legislation to improve the competitiveness of U.S. business. The core objective of the proposal is to prepare tomorrow's business leaders to compete successfully in a world where global forces—such as technology—are bringing us closer together and where local responsiveness due to national differences in language, culture, politics, and economics are essential for success. Significant research and development will be generated from conferences and symposia, focused projects and curriculum innovations in areas of strategic importance major regions of the world.

Founded in 1875, BYU is the second largest private university in the U.S. with over 30,000 students. A multilingual institution of higher education, BYU's influence increasingly extends beyond the region as a national and international institution. As one of the flagship colleges of BYU, the Marriott School of Management is a nationally recognized business school whose influence in training global business leaders is well recognized. Marriott School students have a unique language and cultural background, which is enhanced by academic programs, and this positions them to stand at the cutting edge of the global economy.

Based upon recommendations from its advisory council, BYU CIBE will meet the purposes of the authorizing statute while addressing major challenges facing international business practitioners, educators, and students.

In Section 1, we will *describe the objectives of the project and the extent to which they*

further the statutory provisions. Supplements 3-6 will show how the activities meet the purposes of the program, the competitive and invitational priorities, the mandatory programmatic requirements, and other permissible activities. The new activities described below are initiated and funded in this grant period and build on the strength of the programs initiated in prior years.

A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET

The Marriott School's program curriculum builds on the international experiences and language skills of its students while training them to be outstanding future international business leaders. The global competency of Marriott School's faculty members permits in-depth international training across the business school. To move the Marriott School's capacity for training international business leaders to the next level, the BYU CIBE will launch 17 new initiatives to strengthen the Marriott School's Global Management Certificate and to reinforce and develop in-depth international business programs. In addition, the project identifies several proposals designed to strengthen the international business offerings to non-business majors.

A1. Global Supply Chain Learn-Do-Become (LDB) Pathway. The Dean of the Marriott School instituted the LDB pathway: Learn (an immersive, multi-semester integrated and sequential curriculum); do (real-world experiences through projects and internships), and become (students who graduate with a strong professional skill-set and identity). Global supply chain is the first of two global LDB pathways described in the grant and will be offered in the MBA program. The program will be coordinated by global supply chain Prof. Tom Foster. During the first semester students will study Advanced Global Supply Chain Management. In the second semester, they will participate in a global supply chain field studies project of a U.S. company with operations abroad. Finally, they will participate in a project-based capstone

course that will deal with a global supply chain strategy issue.

A2. Emerging Market Global Supply Chain Study Abroad. This program for 20-30 undergraduate students will include global supply chain majors and students from the College of Engineering. Led by Professors Simon Greathead and Scott Webb, the program will follow the global supply chain for BMW by beginning in sub-Saharan Africa where students will observe the mining of metal ore which they will follow to Eastern Europe where it will be processed into sheet metal. Next, the students will follow the metal to Western Europe where they will observe fabrication activities and final assembly. From final assembly, they will follow the vehicle to its final destination for sale to the end consumer. The project will require an analysis of purchasing, forecasting, logistics, production, and quality.

A3. Global Financial Asset Management LDB Pathway. This pathway is for undergraduate finance majors and requires a base of 15 credits (5 courses) of upper-division finance classes and will be coordinated by Prof. Bryan Sudweeks. Students are required to take three additional courses: Equity, Financial Modeling and Valuation; Introduction to International Business; and International Corporate Finance. Students must complete a study abroad or the International Investing Internship which will be described in Section D.

A4. Global Mindset Video Project for Business Majors. Led by Prof. Shad Morris, BYU CIBE will fund the development of a series of short YouTube videos. The first video will be designed to introduce all business majors to international business through a PEST analysis – the political, economic, socio-cultural, and technological aspects of the global business environment. Shown on the first day of class, this video will stimulate a discussion of the PEST analysis and introduce students to international business. After completing the first video, we will develop similar videos for all of the business majors and minors, complete with a teaching

guide.

A5. Global Mindset Video Project for Non-Business Majors. These YouTube videos will be similar to the ones described in A4, but they will be developed jointly with the Kennedy Center for International Studies. We will develop videos for Asian Studies, Latin American Studies, and Middle East Studies/Arabic Majors and the African Studies Minor.

A6. Global Business and Literacy Minor. BYU CIBE has worked with the College of Humanities to develop a new Global Business and Literacy Minor for students who have high second language and cultural literacy. The 21-credit minor requires 15 credits of global management courses, 3 credits of upper-division language courses, and 3 credits of either literature or civilization taught in the foreign language. In addition, students must pass at least an intermediate high on the ACTFL Oral Proficiency Exam.

A7. Building Global Talent for MBA Students: Preparing for International Assignments. Although not all students will work abroad as expats, all will be affected by the global competitive landscape, and the industries they work for must cope with international forces. In order to broaden the career options of our MBA students, we propose to add three new modules in our required first year MBA course: working with global teams, preparing for rotational assignments, and working abroad as an expat. These modules will be prepared by Professors Bruce Money and Shad Morris, Angela Treleven, of EY's Global Talent Hub, and Bryan Thompson, VP of Human Resources for Procter & Gamble. We will prepare the content for the modules in year 1 and implement them in year 2.

A8. Building Global Talent for Undergraduate Students: Unpacking Your Suitcase. We will initiate a new project in our undergraduate international business class that will help students "unpack their suitcase" from their prior international experience. The first step will be

to show the Global Mindset Video described in A4. The second step will be to have the students write a paper on how their experiences relate to the international business environment and how they can leverage them in their careers. In year 1, we will collect readings and prepare a template for the students to follow. In year 2, the project will be implemented.

A9. Building Global Talent for Accounting Students: International Rotations in the Accounting Profession. Most of accounting graduates will work for one of the Big 4 public accounting firms, and the recruiters have emphasized that international rotations are an important part of their career track. In order to help accounting students prepare for this option, we propose to work with the BYU Chapter of Beta Alpha Psi to organize a panel discussion at one of the BAP meetings in years 1 and 3 on the importance of international rotations as a career strategy.

A10. Global Field Studies Projects for MBA Students. BYU CIBE will provide opportunities for MBA students enrolled in the Global Management Certificate program to apply their business and language skills through global consulting projects. These sixteen-week team projects are student led, faculty advised, and require international travel and language ability. CIBE will fund at least two new projects each year, and Roger McCarty, Director of Experiential Learning, and Prof. Lee Daniels will identify and coordinate the projects.

A11. Accounting Field Studies Projects in Ghana. The Marriott School has identified Ghana as an important country in sub-Saharan Africa for initiating several projects. The School of Accountancy will team up with African Business Portal (ABP) to identify accounting consulting projects in Ghana. Using African Heavy Machinery (AHM) as a beta test, a team of Master of Accountancy students went to Accra where they set up an accounting system using QuickBooks, and taught management how to use it to control costs. Based on the success of the project, BYU

Prof. Monte Swain will work with ABP to identify another Ghanaian company for a similar consulting project in years 1 and 2 and expand the concept to Latin America and less-developed Asia in years 3 and 4.

A12. University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain. We have identified universities in five countries to establish new student exchange programs: the University of Ghana (Accra, Ghana), Indian Institute of Science in Bangalore, Bocconi University (Milan, Italy), University of Jordan (Amman, Jordan), and the University of Alcalá (Madrid, Spain).

A13. Short Cases on Doing Business in Ghana. Based on our experiences in Ghana, we will write short cases on the challenges and opportunities of doing business in Ghana. These cases will be used to prepare our students for their study abroad and research projects in Ghana. In addition, we will work with Prof. Chantal Thompson to use the cases in the Asian Studies Minor. The initiative will be led by Marriott School Professors Monte Swain and Aaron Miller. Cases will be written in years 2-4 based on a year 1 project in Ghana.

A14. Business Study Abroad Program in Oxford, England. Both BYU and the Marriott School have a rich offering of study abroad programs, as summarized in Supplement 7. The two-week Oxford Seminar in Social Innovation, Responsible Entrepreneurship, & Ethical Leadership will be held at the Oxford University Said Business School and will help students address social, economic, and environmental challenges. Students will receive Honors Special Project credits for this seminar and it will be coordinated by Paul Kerry, BYU Prof. of History.

A15. Accounting Study Abroad Program in China and Hong Kong. In year 2 of the grant, we will take accounting students to China and Hong Kong to visit with companies to learn more about the move to global accounting standards and some of the challenges in accounting,

auditing, taxation, and compliance of U.S. companies operating in Asia. The program will be led by Prof. Greg Burton.

A16. International Ethics Modules in the Required Ethics Courses. Each program in the Marriott School has a required ethics course, but there is no consistent international ethics content in the courses. We will work with the faculty coordinators of the required ethics courses to develop a set of readings and cases that can be used in an international ethics module for the courses. BYU CIBE will provide course development grants to help develop the materials in year 1. Once the materials have been developed, we will post them on the BYU Ethics Gateway housed by the Wheatley Institution at BYU and available to all BYU faculty. We will also introduce the modules at the faculty Ethics symposium held in April of each year. Professors Jeff Thompson and Brad Agle will coordinate the project.

A17. Course on Business in Europe. In cooperation with the BYU Center for the Study of Europe, Prof. Simon Greathead will develop a new class, “Doing Business in Europe”. We will provide course development funds in year 1 and offer the course for the first time in year 2. The course will be open to Marriott School students as well as all students in the European Studies Major.

B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURE TRAINING FOR STUDENTS AND THE COMMUNITY

As noted in Supplement 8, BYU teaches more than 80 languages on a regular and part-time basis. In this proposal, we identify several new initiatives that will enhance our robust business language program.

B1. Language Certificate for Non-Humanities Majors. The Marriott School and the College of Humanities have developed a university-wide, competency-based language certificate

program, which will allow students to demonstrate proficiency in Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish. Students will take three courses: one focusing on Language (including the business language class), one on Civilization, and one on Literature. Then students will take two assessments for oral and writing proficiency as developed by ACTFL, and must achieve a rating of Advanced (Low) or above to receive the certificate.

B2. Business Language Online Courses. In order to make our business language courses available to students outside of BYU for credit and to the business community on a non-credit basis, we will collaborate with BYU Independent Study to develop an online version of our Business Language courses. Courses in Business Spanish, Portuguese, Japanese, and Arabic will be created in 2014-2016, and Chinese, Russian, French, and German in 2016-2018.

B3. Global Mindset Videos in Foreign Business Languages. Professors Shad Morris and Bob Russell (Department Asian and Near Eastern Languages) will work together with the business language faculty to translate the script for the Global Mindset videos into all languages taught in our Business Language courses. The videos can be used for business and nonbusiness majors.

B4. Business Language Case Competition in Arabic. The Business Language Case Competition, developed by BYU CIBE, is the first of its kind to provide students with the opportunity to showcase their theoretical business knowledge, foreign language skills, and presentation skills (see Supplement 9). In the second year of the grant, BYU CIBE will work with Prof. Kirk Belnap of the BYU National Middle East Language Resource Center to add Business Arabic to the competition for the first time.

B5. High School Business Language Competition in Chinese and French. In year 4, we

will add Chinese and French to the competition which currently is only held in Spanish (see Supplement 9). The competing students will come from the Utah Dual Language Immersion programs (see Supplement 10).

B6. Short Business Cases in French, German, Portuguese and Spanish. We will assign the Eccles Scholars in the MBA program (students selected because of their high global career potential) to collaborate with other international students in the MBA program to write short business cases in different languages to use in business language classes and competitions. The project will be coordinated by Cynthia Halliday.

B7. CIBE Business Language Conference. The BYU CIBE has been an active co-sponsor of the annual CIBE Business Language Conference and will continue its strong support for the three-day conference. BYU business language faculty will join other faculty across the nation to discuss issues relevant to business language teaching and IB. BYU CIBE will help fund the attendance of up to two business language faculty members annually.

B8. Faculty Development in Business Languages. We will send one business language faculty member per year to the introduction to international business workshop at Georgia State University to learn more about international business. Our focus will be on a faculty member in Spanish, Portuguese, French, and Chinese, the four business language courses with the highest enrollments.

**C. EXPAND COLLABORATION WITH COLLEGES AND UNIVERSITIES, INCLUDING
COMMUNITY COLLEGES AND MINORITY SERVING INSTITUTIONS**

In this section, we will discuss new collaborations with two community colleges in Utah (Salt Lake Community College and Snow College) and one Tribal College (Diné College in

Tsaile, Arizona); our Rocky Mountain CIBE Network, and FDIB collaborations with other universities.

C1. Salt Lake Community College (SLCC) Initiatives. SLCC is an important partner, because it serves more than 31,000+ students on 10 campuses and online. It offers AA degrees and certificates, and our primary collaboration involves the School of Business, which offers the largest AA degree program at SLCC. Dennis Bromley, the Dean of the School of Business is a member of our CIBE Advisory Board. One of the biggest challenges SLCC faces is how to incorporate international content into their curriculum. Together, we have identified three ways to collaborate: first, we will assist Dean Bromley in determining how to infuse international content into his curriculum and how to develop learning outcomes related to international business. Second, we will work together to identify one faculty member annually to attend an FDIB program in years 2-4 of the grant. Third, we will help select support one student per year to attend BYU's study abroad programs.

C2. Executive Certificate of Global Business Management. BYU CIBE will collaborate with SLCC by becoming a corporate sponsor for its Executive Certificate of Global Business Management. In year 1 of the grant, BYU CIBE will become a corporate member of the GBC and will provide a scholarship to one student who works for one of our partner companies in Utah. In years 2-4, we will identify student projects for our internship class to conduct a global market analysis for clients of the GBC.

C3. Snow College Initiatives. Snow College is much smaller than SLCC with only 4,113 students, but it has a Business Department and offers classes in Chinese, French, Italian, Japanese, Korean, and Spanish. Prof. Shad Morris, an alum of Snow College, will work with Prof. Stacey McIff, the head of the Business Department, on ways to introduce international

business topics into the curriculum and help students who plan on transferring to a BS program to understand different pathways to international business.

C4. Diné College Initiatives. Diné College is a Navajo Tribal College located in Arizona and New Mexico. Sharon Tapahe of BYU's Multicultural Office recruits students from Diné College when they complete their AA degree. BYU CIBE will work with Sharon Tapahe and Prof. Gloria Price, Chair of the Business program, to learn how we can help introduce global issues into the curriculum. Based on our discussions with tribal colleges at the RMCIBE meeting in Montana in 2010, (see Supplement 13), it was suggested that we could partner with Diné College by providing faculty, course, and program development grants, access to the FDIB programs, and inviting them to participate in the next RMCIBE conference.

C5. Rocky Mountain CIBE Initiatives. Rocky Mountain CIBE is a network of universities established by the BYU and University of Colorado Denver to increase the international business competence of faculty from non-CIBE universities and community colleges in the Rocky Mountain region (See Supplement 13). The RMCIBE Steering Committee will organize conferences in years 2 and 4 of the grant. BYU CIBE will provide administrative support and travel grants for faculty from Community and Tribal Colleges.

C6. International Business Summit and Case Competition. This completely new event will involve students interested in international business from all 4-year universities in Utah. Unlike the Business Language Case Competition, this event will be in English and will be organized by a steering committee involving BYU, Utah Valley University, the University of Utah, and Utah State University. During the competition student teams from each university will present a case to a panel of judges and a winner will be selected. The event will be planned in year 1 and implemented in years 2-4.

C7. Historically Black Colleges and Universities Projects. Georgia State University (GSU) will serve as the lead university in this collaborative effort of over a dozen CIBEs, including BYU. We will first survey the beneficiary institutions – HBCUs and Hispanic Colleges – as to their current needs for internationalizing their faculty, curriculum, and students. Outreach efforts are likely to include: annual Globalization Seminars held in Atlanta (where 70-100 faculty are expected to attend each year) and the sharing of teaching materials for international business courses.

C8. Faculty Development in International Business (FDIB) MENA. Working with a consortium of other universities, the University of South Carolina will co-lead a new FDIB program focusing on the Middle East and North Africa in partnership with BYU and the University of Colorado Denver. The program will be offered for the first time in January 2016 and will be repeated in years 3 and 4 of the grant. The program will begin in Oman and/or Dubai, then move to Egypt and either Tunisia or Morocco and will be led by faculty from all three Universities.

C9. Faculty Development in International Business (FDIB) sub-Saharan Africa. BYU will co-sponsor this FDIB program offered by the University of South Carolina. The objective of the FDIB will be to offer faculty at U.S. business schools, especially those from previously underrepresented schools, to develop an understanding of the nature of business in sub-Saharan Africa and the opportunities for U.S. businesses to increase involvement in that region. The provision of opportunities for faculty to gain regional expertise for incorporation into academic courses and as a foundation for future research and study-abroad activities is one of the most important ways CIBEs serve as national and regional resources for other business schools and business faculty. The annual two-week overseas study program will be led and managed by the

University of South Carolina and will include at least 3-4 countries each year in sub-Saharan Africa (rotating locations of South Africa, Mozambique, Swaziland, Ghana, Lesotho, Kenya, Tanzania, Namibia, Botswana, Uganda, Rwanda, Ethiopia, Zambia and/or Zimbabwe).

C10. Faculty Development in International Business (FDIB) China. The China Faculty Development Program hosted by the University of Colorado Denver and co-sponsored by BYU and seven other universities, will be held in January during the four years of the grant period and will encourage the participation of new faculty and faculty from Minority Serving Institutions and community colleges. Faculty will examine opportunities and challenges facing China as it focuses on services, manufacturing, entrepreneurship, westward operations, high value research and development, sustainability, environmental protection, and quality of life.

C11. Faculty Development in International Business (FDIB) Brussels. BYU CIBE, in conjunction with the BYU Center for the Study of Europe; the EU Center and European Studies National Resource Center at the University of Pittsburgh; and the University of Memphis European Center of Excellence will offer the FDIB program in Brussels. The focus of the 12-day FDIB is European Union regulation and integration.

D. COLLABORATE WITH THE BUSINESS COMMUNITY

In this section, we will discuss the relationships we have developed with the business community and the state and federal government to increase international business competence, exports, and jobs, and also to provide internship experiences for our students.

D1. International Investing Internship in Asia. Under the leadership of Prof. Bryan Sudweeks, BYU CIBE will initiate an internship in Asia for 20 students to help them experience life as an international portfolio manager. Students will analyze 14 companies in 5 countries (Taiwan, Korea, Singapore, Thailand, and Hong Kong) and make presentations to company

management in the foreign locations and to four different asset management companies, CEOs, analysts and portfolio managers in Salt Lake City. In year 2, he will take 20 students to greater Asia, including Taiwan, Hong Kong, Macau, Shenzhen, Shanghai, and Beijing. Future locations will be determined for years 3 and 4 of the grant. The internship will also be one of the potential experiences for the LDB pathway for Global Finance Asset Management (A3).

D2. Governor's Office of Economic Development (GOED) Internships. BYU CIBE will partner with the International Trade and Diplomacy Office of GOED as a co-sponsor to assist with mentoring, trade seminars, international trade missions, recruiting of foreign investors, and marketing strategy consultations. They will provide internships for students to work directly in their offices on projects and externships for clients of GOED who are looking for interns to work in their companies.

In years 2-4, student interns from the BYU CIBE and the BYU Center for the Study of Europe will assist GOED with the Utah-Europe Days Conference, a two-day event that emphasizes business opportunities in the European Union.

D3. World Trade Center of Utah Internships. Derek Miller, the new President of the World Trade Center of Utah (WTCU), has agreed to provide internships for Marriott School students, and assist in providing externships for their clients. BYU CIBE will assist WTCU in planning and organizing world trade events for the business community.

D4. Global Internship Program. In order to manage all of the undergraduate internship programs that are described in the activities, BYU CIBE will offer a class to facilitate the students getting credit for their experiences. The Career Services Office will provide someone to help identify internships and manage the students and their projects in conjunction with a staff member of the BYU CIBE.

D5. Social Innovation Internships. Also known as social impact or social entrepreneurship internships, the BYU Ballard Center for Economic Self Reliance will offer on-campus and off-campus internships and experiences. BYU CIBE will provide support, including international travel support, for unpaid internships and projects that are international in scope. Students work on projects with Fundacion Paraguaya (Paraguay) and the Academy for Creating Enterprise (Mexico) and other NGOs in emerging markets in Africa, Asia, and Latin America.

D6. Small Business Development Center (SBDC) Export Tools Workshops. In years 1-4 of the grant, BYU CIBE will work with the Director of the SBDC to help plan, organize, and market basic exporting workshops designed for small to medium-sized companies.

D7. NASBITE Seminars with GOED. BYU CIBE will provide financial support all four years of the grant for the NASBITE Certified Global Business Professional credential (NASBITE CGBP) and the Annual NASBITE conference.

D8. World Trade Association of Utah Initiatives. BYU CIBE is a corporate member and active in the planning of events of the World Trade Association of Utah (WTA) (See Supplement 12). During each year of the grant period, CIBE will provide one speaker and one site visit for the monthly breakfast meetings and provide one student intern per year to assist with WTA activities and initiatives.

D9. District Export Council Support. BYU CIBE will collaborate with the District Export Council on a national and local level. The national initiative, spearheaded by San Diego State University, partners CIBEs with the National District Export Council (NDEC) and their annual DEC Leadership Conference held annually in Washington, D.C. The direct involvement (collective platform) will allow BYU to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities such as internships and mentorships for our students

in order to enhance their employment prospects. In year 1, we will assign an intern to work with the Utah U.S. Export Assistance Center to update the online international business resources on the DEC website.

E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA

There are several research and course development grants identified in initiatives A-D. In this section, we will describe other research initiatives not included above. In addition, we will discuss clusters of research activities that are consistent with the intent of the legislation. Many of the research efforts will not only add to the body of scientific knowledge, but it will also be useful in helping companies be more successful as they work in global markets.

E1. Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets. In conjunction with the Wheatley Institution, an interdisciplinary center at BYU, BYU CIBE will hold a major conference in 2015 on challenges that hinder a positive investment climate in emerging markets, such as corruption, poverty, and conflicts related to war. The conference will be led by Frederick Axelgard, a Senior Fellow at the Wheatley Institution. The conference will involve experts from around the country who will help students come up with peace-building and growth-centered innovation in emerging markets. Papers and presentations will be published on the Wheatley Institution website. A second outcome to the conference will be linking together scholars from around campus to initiate interdisciplinary research activities that come from the papers and presentations and engaging students in research projects.

E2. Research Symposium on Conflict Minerals. Conflict minerals are those extracted in a conflict or war zone and used to perpetuate combat. According to the 2010 Dodd-Frank Act and supported in 2012 by the SEC, manufacturers must audit their supply chains and report the usage

of conflict minerals, such as tin, tantalum, tungsten and gold. We propose a research symposium to examine the wide-ranging issues surrounding conflict minerals, including strategic, legal, political, ethical, marketing, supply chain, and accounting. The symposium will be organized by the BYU Marriott School, the Wheatley Institution, the Law School, and the Kennedy Center and will involve students and faculty from all of those areas. Research initiatives and course modules will also result from the symposium. In addition, we will collaborate with Commercial Service Utah and GOED to organize an event for the business community focusing on the compliance issues and how their operations will be affected.

E3. Speed Networking Event on Global Issues. In year 1 of the grant, BYU CIBE will host the first ever speed networking event on global issues based on the Speed Networking Event sponsored by the Ira A. Fulton College of Engineering and Technology at BYU and involving five colleges. We will hold a similar event at the Marriott School on research involving global issues, including innovative study abroad and mentored learning with students where faculty will present innovative research in 3 minutes. In year 2 we will expand the speed networking event to include faculty from other colleges at BYU.

E4. Research on Innovation in International Business. A unique challenge for U.S. companies is the significant gap in innovation activities between their U.S. and foreign operations. BYU CIBE will help fund the research activities of a team of faculty from the OLS Department on market creating innovations and how companies can more effectively innovate for growth. In particular, Prof. Shad Morris is engaged in a multi-year field-based project in China that BYU CIBE will fund on how U.S. companies can improve their capabilities to come up with market creating innovations within faster-paced emerging markets. The research will also generate publications on innovation that can be distributed to others and used in the

classroom.

E5. Research on Global Talent. Consistent with our curriculum initiatives on developing a global mindset for our students, BYU CIBE will fund research by a team of faculty in the HR Group on how to build global talent. Prof.s Shad Morris, Troy Nielson, David Kryscynski, and Kurt Sandholtz will formulate several streams of research, including field-based research on building global HR talent and competencies and successful cross-national teams, helping companies learn how to build talent in emerging markets and transfer knowledge effectively through their networks of employees worldwide.

E6. Research on the Impact of Culture on Global Strategic Decisions. BYU CIBE will fund the research efforts of two BYU faculty in strategy on how cultural variables can impact the success or failure of companies as they expand globally. In particular, they are examining how religious freedom can affect the attractiveness of markets for investment and generating innovation that can affect the entire company.

E7. Research on Global Ethics. Much of the research on global ethics that will be funded by BYU CIBE is designed to produce course materials that can be used in our required ethics classes and posted on our ethics website so it will be available to faculty from any university. Some of the research initiatives described above (such as E1 and E2) have an ethical dimension to them. A major problem in conducting research on ethics globally is to find an appropriate survey instrument. BYU CIBE will help fund a research project that identifies and compares different ethics measures that can be used by researchers, and we will examine how the measures are affected by cultural differences internationally.

E8. Preparation of Doctoral Students for International Research. In order to prepare students for doctoral programs, the Marriott School has a PhD prep program for Masters students

who are applying for doctoral programs. In year 2, we will accomplish three objectives: include more international research in the academic seminars, invite faculty from other universities who can discuss their international research, and include a module in the PhD prep research seminar that discusses what the outlets are for international research in their disciplines and what types of international research is published.

E9. Course Development Grant on Foreign Direct Investment in Africa. BYU CIBE will help fund a course development grant on foreign direct investment in Africa, which can be used in the African Studies program and for our students who are involved in study abroad and internships in Africa. The course will count toward the Global Management Certificate, the Global Business and Literacy Minor, and the African Studies minor. Years 1 and 2 would be the period for course development, and year 3 we would offer the course as an experimental course.

E10. Other Research Grants in International Business. In addition to the targeted projects described above, BYU CIBE will also fund research projects that are international in nature. Each year, BYU CIBE will announce the availability of research funds, and the research committee in conjunction with the Associate Dean for Research and the relevant department heads will decide who will receive the funding and how much funding will be provided. Recipients will be expected to present their results as the annual speed networking event on global issues.

SECTION 2: SIGNIFICANCE (20 POINTS)

- a. Describe the national significance of the proposed project.*
- b. Describe the importance or magnitude of the results or outcomes likely to be attained by the proposed project (including the significance of regional and local activities).*

The national significance of the proposed project is based on the nature of BYU and the quality of the proposed programs. BYU is a national university with only 33% of the students from Utah, followed by 12% from California. There are students from 110 countries, with the top five from Canada, South Korea, Mexico, China, and Brazil. Companies come from all over the U.S. to recruit BYU students, as noted in Supplement 14. In terms of the network loyal to BYU, we currently have 90 chapters of our Management Society (Marriott School of Management alumni) in 25 countries and are expanding rapidly internationally.

Our programs also demonstrate national significance. The first reason is that they deal with important issues and topics that fall under the findings and purposes of the enacting legislation, primarily to increase the international skills of the business community, link business schools with languages and area studies, and collaborate with government and business organizations to develop our programs and make a difference in the future economic welfare of the United States. Many of our programs have a strong outreach component to them, directly through the dissemination of the results of our activities electronically and at conferences. Another important national outreach is through our broad networks with other universities in the nation, through our FDIB programs. The multiplier effect is significant when you consider that the faculty members who participate in an FDIB program return to their university with a far more global perspective which affects both their students and their institutions.

NEEDS ASSESSMENT TO DETERMINE SIGNIFICANCE

To determine the activities we included in the proposal, we considered important global business trends and consulted with the BYU CIBE Advisory Council, the International Committee of the Marriott School Dean's National Advisory Council, current and former students, key faculty members in the Marriott School and the rest of the university, recruiters, and our networks in the local international business community.

Global Trends

Although the rationale for the grant has not changed since the authorizing legislation was enacted, the global environment has changed, affecting many of our activities. In the early years of our center, the concern was how to create a partnership involving the business and professional schools, humanities and area studies programs, the public and private sectors, and other colleges and universities in the region to improve the competitiveness of U.S. business. We continue to cultivate these partnerships.

The global financial crisis that came to a head in September 2008 when Lehman Brothers declared bankruptcy and the capital markets collapsed had a dramatic negative effect on the global economy. Economic recovery has been weak in both the rich and emerging economies. Global predictions of economic growth in the U.S. and Euro area are predicted by the IMF to rise to 3% and 1.2% respectively in 2014 and rise higher in 2015. This is still low compared to the predicted growth in emerging markets of 5.4% in 2015. But the size of the U.S. economy and its predicted growth will have an important impact on the global economy. Although the Euro area is still weak, it isn't contracting. As a result, it is still important to generate programs that target the advanced countries, which we will do in study abroad, student exchange, and internship programs.

The emerging markets, although slowing, provided 75% of the increase in global growth

since 2009. Initially, there was a lot of focus on the BRIC countries of Brazil, Russia, India, and China, which account for about 25% of world gross domestic product. China is already the second most important country in the world in terms of GDP, and the BRICs as a group could surpass U.S. GDP within a few years, accounting for 40% of global GDP by 2050.

However, the BRIC countries face a number of challenges that are expected to affect their future growth rates. Other emerging markets are rising in importance, complete with their own BRIC-like acronyms. Goldman Sachs considers a growth market as one outside of the developed world with a GDP which is at least 1% of current global GDP – that group includes the BRICs, Mexico, Korea, Turkey, and Indonesia. The so-called VISTA countries include Vietnam, Indonesia, South Africa, Turkey, and Argentina. Mexico and South Korea are also big markets, as is Nigeria. However, recent turmoil in the capital markets has also given rise to the Fragile 5: Turkey, Brazil, India, South Africa, and Indonesia. Some of the growth markets are also fragile markets – an indication of the volatility. The predicted growth rates of the emerging markets are higher than the advanced economies, led (according to the IMF) by China and Developing Asia but followed closely by India and sub-Saharan Africa. Of special significance, the IMF noted that five of the projected fastest-growing countries last year were in Africa, including Ghana which grew at 8.2%.

The point is that the emerging markets are increasingly important as markets, sources of raw materials and innovation, and new competitors. These newer emerging markets are more complicated to understand, and it is harder to find people who have experience in these markets and understand their languages and cultures. Companies are forced to deal with even greater political and economic uncertainty and yet the slower growth in more mature markets requires them to look to the larger emerging markets where there is great growth potential, albeit with

higher degrees of risk and the presence of social and ethical issues.

Finally, there is the ongoing debate about the extent to which countries are becoming more similar. As Friedman argued in *The World Is Flat* (2005), countries like India and China have made great economic advances due to tremendous advances in technology, and a global workplace has been created in which high-level tasks can be accomplished anywhere. However, as pointed out by Ghemawat and others, distance still matters, and we live in a world where cross-border integration is possible but where managers need to understand political, economic, socio-cultural, and technological differences (or PEST as pointed out in initiative A4) if one is going to be successful. Richard Florida takes the ideas of a spiky world one step farther by arguing that economic activity congregates in “spike cities” where “creative talent migrates and coalesces.” The issue for companies is how they can use digital technology to leverage people from around the world to innovate, share best practices, and add value.

NATIONAL SIGNIFICANCE AND IMPORTANCE AND MAGNITUDE OF OUTCOMES

Activities have national significance when they deal with issues of national importance and when the impact of the activities extends beyond BYU to the rest of the country. The dissemination of information comes when innovative programs and ideas are shared with others through web sites, presentations at conferences, and published research. It also comes through participation with other universities, including CIBEs, in national outreach activities and through regional linkages with other educational institutions. In Supplement 15, we identify the national collaborations we will participate in. In Supplement 16 we identify the national, regional, and local impact of each activity that will be pursued in the grant and how that will be accomplished.

The National Significance of Interdisciplinary Programs

Although many of our activities in innovations in the curriculum begin locally, the

national impact will come through the dissemination of knowledge through presentations at academic conferences, such as the Academy of International Business, and through publishing materials on the new curriculum development page on the BYU CIBE website. Another venue with regional significance will be the next RMCIBE conference where we will share curriculum innovations with faculty from the other universities. The Global Mindset videos (A4, A5, and B3) have the potential for broad distribution to all universities to get students engaged with international business early in their academic careers. The videos will give them a framework they can use to understand international business and create both an awareness and interest. The two projects on building global talent through preparing for international assignments (A7, A8, and A9) are national in scope since our graduates work for companies all over the U.S.

Several of the activities will be directly involved with emerging markets – global field studies projects for MBA students (A10), accounting field studies projects in Ghana (A11), university exchange agreements in Ghana, India, and Jordan (A12), and accounting study abroad programs in China and Hong Kong (A15). The LDB pathway initiatives in global supply chain (A1) and global finance asset management (A3) will also involve study abroad and internship programs in emerging markets. All of these address the need to respond to the opportunities of emerging markets.

The National Significance of Leadership in Business Language and Culture

Knowledge of language and culture has become increasingly important for the United States, not only to successfully compete in a global economy but also to deal with issues of national security. O'Connell and Norwood noted that, "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry... It would be

shortsighted, however, to limit national attention to the needs of government alone. Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace” (*International Education and Foreign Languages: Keys to Securing America’s Future*, 2007).

BYU CIBE projects rely heavily on the importance of foreign language and culture in its programs, due in large part because of the foreign language and international experience of its students. Because 67 percent of the students are from outside of Utah, graduates are very comfortable working anywhere in the United States or abroad, broadening their influence beyond the state. In addition, Supplement 8 indicates the breadth and depth of language offerings and allows us to serve a broad population of students.

Supplement 9 indicates how the Business Language Case Competition (B4) draws student teams from many universities nationally. The online Business Language courses (B2) will be available to students from any university through Independent Study, which is one of the nation’s largest distance education programs with nearly half of students enrolled at universities other than BYU. The untapped market for the online business language courses is the business community. The Governor’s Office noted that Utah residents speak 90% of the world’s written languages, and business is conducted in nearly 130 languages every day. Many second language speakers will be able to strengthen their business language ability by taking the online business language classes. These will also be available to our expatriate alumni all over the world.

The National and Regional Significance of Collaborating with Other Colleges and Universities

On a national basis, the FDIB programs in the Middle East/North Africa, sub-Saharan Africa, China, and Brussels (C8-C11) will benefit faculty from around the United States. In

addition, the programs will build competency in important regions of the world. However, there will be a strong effort to include the local community colleges and MSIs (C7) as well as the colleges and universities in the Rocky Mountain region (C1-C5), which accounts for almost 25 percent of the total landmass of the United States and 39 colleges and universities in 10 states. Curriculum innovations and research projects will be shared at the annual RMCIBE conferences.

The National and Local Significance of Collaborating with the Business Community

The International Investing Internship in Asia (D1) has a strong national impact, because the students involved in the internship will be working for venture capital firms and investment banks that are very national – and global – in scope. The project will involve important countries in the fast-growing emerging markets in Asia as described in D1. The results of the project will be shared with other faculty at national academic conferences.

The strong collaboration between BYU CIBE and federal and state economic agencies (D2, D3, and D6-D9) will assist local companies in penetrating foreign markets and creating jobs and exports. This will benefit not only the local economy but also the entire U.S. economy. In addition, the experiences students have as interns will enhance their career opportunities when they graduate.

The National Significance of a Strong and Multi-Faceted Research Agenda

The research agenda will be discussed in more detail in Section 3 of the grant. However, it is important to note that several of the research projects are designed to reach a national audience about topics that are important to the success of the U.S. economy. Examples are the conference on developing innovative business solutions to solve problems affecting emerging markets (E1), the research symposium on conflict minerals (E2), research projects on innovation (E4) and the development of global talent (E5), and research on the impact of culture on the

investment climate in foreign markets (E6). All of these projects deal with the trade and investment climate in emerging markets facing unique legal and political challenges as well as markets where innovation is taking place and where companies need to figure out how to develop an effective global talent pool. Much of the course development research involves courses and case development on emerging markets and the results of the curriculum innovations will have a national impact.

Finally, the globalization of the Ph.D. prep program will develop a new generation of academics who will end up at the best universities in the nation with a strong interest in international research. Although BYU does not have a Ph.D. program, it has made great efforts in helping their undergraduate and graduate students prepare for Ph.D. programs. For example, the School of Accountancy has developed a formal Ph.D. prep program and has placed over 100 students into top Ph.D. programs. This represents about 10% of all new Ph.D. students in the U.S. in accounting—making BYU the number one university producer of accounting Ph.D. students. After receiving their degrees, they are getting jobs as professors at other top universities. The Ph.D. prep initiatives will prepare these students to learn how to use their strong foreign language skills and international experience in research and teaching. Similar Ph.D. prep programs exist in the departments of organization, leadership, and strategy; finance; information systems; and business management.

SECTION 3: QUALITY OF THE PROJECT DESIGN (10 POINTS)

- a) *Describe the extent to which the proposed activities include a coherent, sustained program of research and development in the field, including, where appropriate, a substantial addition to an ongoing line of inquiry.*

We will focus our research efforts on several topics addressed in our initiatives. We will announce the call for research proposals twice a year to the broad University community, and the BYU CIBE research committee will evaluate proposals and award funding based on how closely the proposals address the topics. Funding will typically be for student assistants, data collection, and travel support. Since we will announce the funding broadly to the University community, we hope to receive proposals from faculty members from outside of the Marriott School, so we are unable to anticipate who will receive the funding. Given the topics of interest, we expect to receive proposals from faculty in Engineering and Technology, Social Sciences, Humanities, the Law School, and Physical and Math Sciences.

Forces that affect our ability to do business in emerging markets

One stream of research flows from initiative E1, challenges that hinder a positive investment climate in emerging markets, such as corruption, poverty, and conflicts related to war. This will be a multi-year project organized in conjunction with the Wheatley Institution that will involve forming an organizing committee for the first conference and identifying specific themes we can pursue at the conference, inviting distinguished speakers from outside the university, and selecting themes for research after the conference. Frederick Axelgard, a Senior Fellow at the Wheatley Institution, has shown interest in this topic and is an expert on public politics and security in the Middle East.

A second stream of research that could be sustainable for several years is E2, a research

symposium on conflict minerals. This topic will draw interest from faculty from many departments and colleges, including the Law School, Political Science, Geological Sciences, and Engineering and Technology, in addition to virtually every department in the Marriott School. In particular, three Marriott School faculty members who will be interested in this topic are Steve Albrecht, a faculty member in the School of Accountancy and expert in ethics and accounting, Brad Agle, Professor of Ethics, and Kristie Seawright, Associate Professor of Global Supply Chain Management. All three have published in areas that are complimentary to this particular topic.

A third stream of research involves the impact of culture on the foreign investment climate in emerging markets. One ongoing study by Professors Jeff Dyer and Paul Godfrey involves examining how religious freedom can affect the investment climate of a country. A second is a research stream by Professor Seawright on entrepreneurship in emerging markets, including sub-Saharan Africa, and the forces in the countries that enhance or inhibit entrepreneurship.

A fourth stream of research on emerging markets involves the challenges of doing business in sub-Saharan Africa, initially in Ghana. Three faculty members in the Romney Institute of Public Management, Jeff Thompson, Aaron Miller, and Ty Turley, and Monte Swain in the School of Accountancy are involved in initiatives in Ghana that can turn into research projects around social innovation and how ethical, legal, and cultural forces in the Ghanaian business environment affect the ability of foreign firms to operate there successfully. Based on their experiences, BYU will fund some case-writing grants to help prepare materials for the Africa study abroad and African Studies Minor programs.

A fifth stream of research on emerging markets involves Professor Ty Turley's work on

social innovation in Paraguay, China, Samoa, South Korea, and the Dominican Republic. These projects involve students and are field-based. One study examines the effectiveness of innovative training programs in emerging markets based on behavioral economic theory. Another study in China tests the impact of a sustainable migration of labor on the long-term health of different business sectors. The results of these studies will have implications for other emerging markets as well.

The programs described above are examples of the type of research that will be funded by BYU CIBE on the initiative of emerging markets.

Development of Global Leaders

A major initiative on building global talent is being conducted by Professors Troy Nielson, David Kryscynski, Kurt Sandholtz, and Shad Morris. Specifically, they are looking at building global HR talent and competencies through field-based research in building successful cross-national teams. This research will not only contribute to an important body of knowledge in academic research, but it will also help as we develop our curriculum initiatives on developing global leaders, such as the A7, A8, and A9 initiatives described in Section 1.

Innovation in International Business

Several faculty members are involved in research on innovation in international business. Professor Jeff Dyer, co-author of the highly-acclaimed and best-selling business book *The Innovator's DNA*, published in 2012, which has been translated into 12 languages, is now working on a follow-up study called *The Global Innovator's DNA*.

Nathan Furr, faculty member in Entrepreneurship, is working on a stream of research on the choice of technology in emerging industries. He and his co-author chose the global solar photovoltaic industry to test the relationship between technology choices and complementary

assets as companies attempt to gain an early advantage over competitors. This type of research demonstrates how industries are global in terms of competition and how companies within the industry must examine the strategies of their global competitors. BYU will fund follow-up studies as Professor Furr determines if the results of his study on the global solar photovoltaic industry holds up in other industries. The research combines important areas of innovation and technology and will be an important topic to present in the Speed Networking Event in technology sponsored by the College of Engineering and Technology as well as the BYU Speed Networking Event on International Business research described in Section 1.

Professors Dyer, Furr, Hatch, Benson, and Morris and students in the Marriott School have engaged with companies in field-based research and classroom discussions around global market-creating innovations and how companies can more effectively innovate for growth. For example, Professor Morris is involved in better understanding how U.S. and other companies can improve their capabilities to come up with market creating innovations within faster-paced emerging markets. Initially, his field-based research will focus on China and result in a publication that can be shared with other colleges and Universities. When he completes that study, he will turn his attention to India, followed by other emerging markets. The field studies require in-depth interviews with companies operating abroad and will generate results that will be interesting to both the academic and professional communities.

In addition to this targeted research, BYU CIBE will fund other research projects that are important to the college and aligned with the purposes of the CIBE program. We will fund well-designed research projects that may be stand-alone rather than part of a larger body of inquiry but which are still important to the profession.

SECTION 4: QUALITY OF THE MANAGEMENT PLAN (10 POINTS)

- a) Describe the extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestone for accomplishing project tasks.*

The BYU CIBE team has 23 years of program and project management experience. This experience has left us with a strong managerial structure and management team committed to ensure that proposal activities are completed on time, within budget, and according to the overall intent and specific plan of the proposal.

A. MANAGEMENT STRUCTURE AND TEAM

The programs of the BYU CIBE are managed at four levels: (1) the operating staff, (2) the Executive Committee, (3) the Policy Board, and (4) Center Fellows. Supplement 17, an organization chart, presents the management structure of the BYU CIBE.

The operating staff meets weekly to discuss the progress of different activities. The meeting is chaired by the Managing Director, and the Executive Secretary generates an agenda and prepares minutes for circulation after the meeting. The operating staff is comprised of the Executive Director, Managing Director, Program Manager, and Financial Reporting Manager.

The Executive Committee is responsible for strategic and tactical oversight. With the support of the Policy Board, it proposes and establishes the strategic direction of the center based on the activities specified in the grant application. The Executive Committee meets monthly to review activities. The Policy Board meets as needed to accomplish the BYU CIBE strategy implementation. Rather than meet as a Committee of the Whole, the members of the Policy Board meet with their respective Managing or Associate Directors.

Center Fellows are faculty who teach international business courses and others who have requested direct affiliation with BYU CIBE through interest in programs or because of research

and course development grants. Some may serve as project and committee chairs and committee members for various CIBE activities. Center Fellows formally meet once per semester.

The BYU CIBE Advisory Council as identified in Supplement 1 meets annually to receive a status report on the activities of the prior year and discuss initiatives that will be addressed in the coming year. However, various subcommittees of the Advisory Council meet more frequently. In addition, the Advisory Council can be expanded to include members of the business community. Some are members of the Dean's National Advisory Council (NAC) who have a special interest in international business. The Director of the BYU CIBE works with the Chair of the NAC International Committee to set an agenda for the annual NAC meeting. Others are members of the local international business community. The Director also attends the monthly International Coordinating Committee Meeting of the Governor's Office of Economic Development to report on activities and for an exchange of ideas.

At the College level, the Director meets monthly with Associate Dean Steve Glover who is responsible for Centers. In addition, the Director meets regularly with the Directors of the Rollins Center for Entrepreneurship and Technology and the Ballard Center for Economic Self-Reliance to coordinate joint activities and share ideas. The BYU CIBE and Ballard Center have a natural compatibility of programs, with many global management students involved in social innovation projects organized by the Ballard Center. In addition, our offices are in the same suite, so there is constant contact between the directors and the managing directors. Once a semester, all three center directors will meet with Associate Dean Glover. In addition, the directors will meet together individually depending on joint projects.

FACULTY DIRECTION

Faculty members of the professional team that directs the activities of the BYU CIBE

bring significant international business expertise to the management of the project. Details on the members of the Executive Committee and Policy Board are presented in Section 5. Following are brief bios on program directors and other key personnel which illustrate the strength of the management plan.

Dr. Bruce Money is the Executive Director of the BYU CIBE, and is the Kay & Yvonne Whitmore Professor of International Business. The management of the BYU CIBE is his primary faculty responsibility at BYU, and he spends 80% of his time on CIBE projects. The rest of the time is involved in teaching international business courses.

Dr. Shad Morris, Associate CIBE Director—Academics, a faculty member in the Department of Organization, Leadership, and Strategy, is very involved in international business research, and is an active member of the Academy of International Business and the Academy of Management. He dedicates 30% of his time to CIBE projects.

Professor Simon Greathead, Assistant Teaching Professor of Global Supply Chain, is responsible for professional outreach, including membership in the World Trade Association Board of Directors. He is also responsible for working with career services and internships, and experiential learning, such as global consulting projects. He dedicates 25% of his time to CIBE projects.

Dr. Eva Witesman, Associate CIBE Director—Evaluation, is an Assistant Professor in the Romney Institute of Public Management and an expert in assessment of government grants. She spends 10% of her time with the CIBE project.

ADMINISTRATION DIRECTION

Cynthia Halliday, Managing Director, is the full-time manager of the BYU CIBE. She is a member of both the Executive Committee and Policy Board, and spends 100% of her time on

CIBE projects. Cynthia Halliday has 10 years of experience managing BYU CIBE programs.

Laura Ricks, Program Manager, is responsible for study abroad and exchange programs. She is a category II employee (30 hours per week) and spends 100% of her time implementing CIBE projects and managing office operations.

Lisbeth Hopper, Director of Financial Reporting, is a Category II employee and spends 100% of her time managing the CIBE budget, preparing the reports required for the grant, and other projects as assigned.

B. THE MANAGEMENT PLAN

All activities in this proposal are designed to meet the objectives of the BYU CIBE during the upcoming grant cycle, 2014 to 2018. Each activity is based on the unique strengths and opportunities found at BYU, and, specifically, within the Marriott School. The BYU CIBE management plan is precise, with clear lines of responsibility and milestones for all activities. The project timelines for the 2014-2018 activities, presented in Supplement 19, show the planning and implementation phases for each proposed activity. This supplement also records the reporting milestones for project managers. To ensure that the activities will be completed, it is important to develop a good project evaluation plan as described in Section 7. It is the responsibility of the Managing Director to ensure that all activities are on task and to report the progress of upcoming activities at the weekly staff meeting.

The management plan ensures that adequate resources are available for all project activities. The detailed annual budgets presented in Section 6 and Supplement 21, and the Budget Narrative illustrates that adequate resources are available for each project. They also show how Department of Education funds are matched by BYU resources.

SECTION 5: QUALITY OF PROJECT PERSONNEL (10 POINTS)

- a) Describe the extent to which the qualifications, including relevant training and experience, of the project director or principal investigator meet the needs of the project.*
- b) Describe the extent to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project.*

The BYU CIBE relies on the solid international experience, language skills, and professional involvement of the Marriott School faculty to strengthen its programs. Seventy-six percent of Marriott School faculty are bilingual and over 50 percent have lived outside of the U.S. for a year or more. Extensive faculty development and recruiting efforts have increased the strength and number of personnel working in and affiliated with the BYU CIBE.

The following section describes the extent to which the qualifications, including relevant training and exposure, of the project director/principal investigator (Bruce Money), meet the needs of the project. This information will be provided for key personnel on the Executive Committee and Policy Board. Brief vitae for these and some of the other key project personnel are presented in Supplement 20.

TRAINING AND EXPERIENCE OF PROJECT PERSONNEL

The BYU CIBE commits to implement the projects and activities outlined in this proposal primarily by building upon the leadership of our highly qualified group of faculty, managing director, and staff. Members of this team have the skills and experience that qualify them to readily accomplish the proposal initiatives.

Key Project Personnel: Principal Investigator

Bruce Money. Dr. Money is the Fred Meyer Professor of Marketing and International

Business, and Executive Director of the Global Management Center. Previously he was Chair of BYU's Business Management Department, comprised of 30 faculty members in Marketing, Global Supply Chain, and Entrepreneurship. He received his PhD in International Marketing from the University of California Irvine, an MBA from Harvard Business School and his BA in English from Brigham Young University.

Dr. Money's international research interests include business-to-business marketing, services marketing, the measurement/influence of national culture, and negotiation. He has published or is currently working on over twenty-five articles directly related to international business. His articles have been published by *Journal of Marketing*, *Journal of International Business Studies*, *Journal of the Academy of Marketing Science*, *Sloan Management Review*, *Journal of Business Research*, *Journal of World Business*, *Journal of Business Ethics*, and *Harvard Business Review*. He has also been named co-author on *International Marketing*, by Cateora, Gilly, and Graham (McGraw Hill / Irwin) for the 17th edition.

Dr. Money has led 10 undergraduate and Executive MBA study abroad programs to Europe and Asia. He was the faculty advisor for two winning teams in the global case competition at Ohio State University. Dr. Money speaks Japanese and is former Vice President of what is now Sumitomo-Mitsui Banking Corp. He has presented executive education seminars for companies such as Bayer, CSX, Fuji Film, Nissan, Robert Bosch Corp., and Sonoco.

Key Project Personnel - CIBE Executive Committee.

Cynthia Halliday, Managing Director, (MBA, Brigham Young University). Before joining the BYU CIBE, Cynthia worked for Nestlé in the Marketing Department and was responsible for the Stouffer's Hispanic initiative, a \$1.2 billion brand. Prior to working for Nestlé in the United States, she was employed by Nestlé in Mexico, International Flavors and

Fragrances in Brazil, and Nutraceutical Corporation in Utah. She also completed a ten-month MBA internship with NOVELL in the Latin America Marketing Department. A native of Brazil, Cynthia is fluent in Portuguese, Spanish, and English which has prepared her to work closely with the business language faculty.

Shad Morris, Associate Director, Academics, Assistant Professor of Organization, Leadership, and Strategy (PhD, Cornell University). His current research interests include international business and strategic human resource management, particularly focusing on how firms leverage their talent and social networks to globally innovate. He is currently a Research Fellow at Cambridge University's Centre for International Human Resource Management and has been a visiting faculty at MIT's Sloan School of Management and the Copenhagen Business School.

Simon Greathead, Professional Outreach, Associate Teaching Professor of International Business and Global Supply Chain (MBA, Henley Business School at the University of Reading in the UK). Before entering academia Simon spent 15 years in international business, primarily in supply chain and operations roles in Europe working for major retailers and distributors. As a native of Great Britain he has extensive international experience in Ireland, Great Britain, Holland, France, and Germany. More recently Simon managed European Operations for a major Inc. 10 company and then most recently as the COO and Senior Partner of VisVeritas Advisors, a management consultancy focused on advising global growth companies.

Eva Witesman, Associate Director—Evaluation. Dr. Witesman (Ph.D., Indiana University) is an Assistant Professor of Public Management in the Romney Institute of Public Management. Dr. Witesman teaches master's level courses in statistical analysis and public

program evaluation, where she oversees the development of dozens of program evaluation plans for public and nonprofit organizations each year including those for national, federal, and international organizations. She also serves in the Utah State Evidence-based Workgroup in the Department of Health and Human Services. Dr. Witesman's research centers primarily on the differences between the public, nonprofit, and private sectors. She also worked as a consultant in Finland and is involved in a research in Eastern Europe.

Key Project Personnel: CIBE Policy Board

Below is information about some of the key members of the Policy Board.

Brad Agle, IB Ethics, George W. Romney Endowed Professor of Ethics and Leadership (Ph.D., University of Washington). Dr. Agle researches CEO leadership, business ethics, and stakeholder management. He has publications in *Academy of Management Review*, *Academy of Management Journal*, *Business Ethics Quarterly*, and *Journal of Business Ethics*. Dr. Agle served as Director for the David Berg Center for Ethics and Leadership in the Katz Graduate School of Business, University of Pittsburgh. Dr. Agle has professional experience consulting with various companies including Alcoa, Federated Investors, Mellon Financial, U.S. Steel, and the United States Marines.

Lynn Elliott, International Experiences, Director of International Study Programs, (Ph.D., University of Virginia). Dr. Elliott manages all of the study abroad, international internships, and international direct enrollment programs for BYU. Previously, he also managed the international education, study abroad, international exchange, and international recruiting programs for Utah Valley University. He has served as a national leader for NAFSA, the association of international educators and was a participant on the inaugural Fulbright Program for Academic administrators in France.

Robert Russell, Business Language, Associate Professor of Japanese (MBA, University of Utah and Ph.D., Harvard University). Professor Russell combines linguistic expertise in Japanese with business experience to support growth in the business language projects.

Kristie Seawright, Faculty Development, (Ph.D., University of Utah) is Academic Unit Review Associate in the Planning and Assessment Office at BYU and Associate Professor of Public Management. Her research includes international service operations, quality management, and international entrepreneurship. Dr. Seawright is a former BYU CIBE Director and has been directly involved in writing two of the CIBE grants as well as an NRC grant for a Center for the Study of Europe. She pioneered BYU's graduate and undergraduate short term business study abroad programs. Dr. Seawright was a Fulbright International Exchange Scholar at the Belarusian State Economics University in Minsk.

John Bingham, Graduate Curriculum, Associate Professor of Organizational Leadership and Strategy and Donald L. Staheli Fellow and Director of the MBA Program (PhD, Texas A&M University). He conducts research on the interdependent and evolving exchanges among employees, their organizations, and related external constituencies. In 2012, Dr. Bingham received the *Ascendant Scholar Award* from the Western Academy of Management. He also has numerous awards for teaching and mentoring. He consults regularly with firms including Intel, ADIA, Marriott, John Deere, HP, Kellogg's, Actelion, and Nu Skin.

Michael Thompson, Associate Dean, Undergraduate Curriculum, (PhD, Rensselaer Polytechnic Institute). His expertise is in organizational and interpersonal communication, leadership and change, and management development. His research interests include leadership, change management, and knowledge management. Dr. Thompson has recently published the fifth edition of *Becoming a Master Manager: A Competency Framework*. Before joining the

faculty at Brigham Young University, he was Executive Director of the Public Service Training Program for the State of New York. During its operation, it was the largest professional development program in the nation's public sector. He has also been Executive Director of the Center for Organization and Policy Studies at the SUNY-Albany. He has consulted and conducted research with many global and regional companies, including Johnson Controls, AT&T, The U.S. Air Force, and Ford Motor Company.

c) Describe the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Brigham Young University is an equal opportunity employer that does not unlawfully discriminate on the basis of race, national origin, age, color, sex, disability or veteran's status, or any other characteristic protected by local, state or federal laws, rules or regulations. BYU considers diversity and equal employment opportunity to be fundamental to its mission and objectives.

The Diversity Initiative of the Marriott School encourages an extended reach to populations that have traditionally been underrepresented and invites faculty, staff and student collaboration on continuing to build a culture that includes and values the diversity of employee and student populations. The Diversity Initiative is the active recruitment of faculty, professional staff, and students who are members of groups that have traditionally been underrepresented in academia based on race, color, national origin, gender, age or disability.

SECTION 6: ADEQUACY OF RESOURCES

The budgets for the four-year grant cycle extending from 2014 to 2018 are presented in the Budget Narrative and in Supplement 21. These budgets illustrate the commitment of the BYU CIBE to achieve important national and regional objectives at a reasonable cost. In establishing the budget, we have been able to use past experience over several grant periods to accurately project the cost of new projects. Significant work has gone into breaking down each activity into type of expense (such as salaries, travel, etc.) to be as accurate as possible.

BYU has been able to get significant mileage out of its programs through co-sponsorships with other CIBEs to spread the costs. In addition, we have received significant support from the other colleges in the university. For example, the David M. Kennedy Center for International Studies provides support in planning, advertising, and managing study abroad programs and other international experiences. The Kennedy Center also offers area studies minors available to business students in African Studies (new since the last grant), Asian Studies, International Development, Latin American Studies, and Middle East Studies. The College of Humanities, with departments in Asian & Near Eastern Languages, French & Italian, German Studies & Slavic Languages, and Spanish & Portuguese offers more than 50 foreign language courses with another 28 which are available with sufficient interest. The Chinese Flagship Center, the National Mideast Language Resource Center, and the Center for the Study of Europe provide a significant infrastructure for their respective areas of the world to benefit Marriott School students. The Center for Language Studies provides resources to the BYU CIBE to test students for oral and written language proficiency and assists in finding instructors to help teach less commonly taught languages. The Harold B. Lee Library is critical for the research efforts of BYU faculty and students. The library houses over eight million items and provides access to a

wide range of digital resources, including scholarly journals, databases, and e-books. It is an active member of the Association of Research Libraries (ARL) and is consistently ranked as one of the top 10 libraries by The Princeton Review.

The Budget Narrative provides an itemized breakdown by year and funding source for each proposed activity. It shows the total budget summary of expenses for each academic year and indicates federal funds and Brigham Young University (BYU) matching (MATCH) funds. Supplement 21 shows the budget separated by expenditure category. Projected costs for each activity are explained according to the cost categories requested by ED Form no. 524: personnel, benefits, travel, supplies, contractual, and other.

Matching funds are provided from the BYU budget and the Kay & Yvonne Whitmore endowment which yields over \$100,000 per year to help support students on study abroad programs. In addition, some of the programs, especially accounting and global supply chain, provide partial support for some of their international programs. BYU provides a slot and money to cover the cost of the Managing Director and some of the staff employees, office space and furniture, computer and photocopying equipment, excellent state-of-the-art classroom facilities for academic and outreach activities, and provision for recruiting excellent faculty who combine international business preparation with functional expertise. The new addition to the business building was built completely by \$40 million in donations from the Dean's National Advisory Council and not from the University's building fund. This generous support from BYU and other funding sources extends the reach of the BYU CIBE well beyond the level that would be available through the grant funds alone. The BYU CIBE management team is committed to management of all program funds in a manner that will assure fulfillment of project objectives within the established budget.

SECTION 7: QUALITY OF THE PROJECT EVALUATION (20 POINTS)

The CIBE grant specifies the inclusion of evaluation as a vital component that will measure how activities proposed within this application meet the prescribed outcomes. Evaluation will help to understand the needs that each program activity is intended to address, appraise the activities and intended outcomes, and make recommendations for improvement.

THE EXTERNAL AND INTERNAL EVALUATORS

The evaluation component of the project will primarily be conducted by two internal evaluators. Dr. Larry Seawright is the Associate Director of Evaluation for the BYU Center for Teaching & Learning (CTL) and teaches quantitative and evaluation research methods at the PhD. level within the university. CTL is completely independent of the Marriott School and is responsible for serving as an evaluator for other Federal Grants. Dr. Seawright will supervise graduate students conducting the evaluation activities that will be conducted during the grant award period. These students will include at least one research assistant who will be dedicated to the CIBE evaluation project. Dr. Eva Witesman, a faculty member who teaches evaluation in the Romney Institute of Public Management in the Marriott School, is a member of the BYU CIBE Advisory Committee and is responsible for the evaluation activities of the CIBE. She will receive reports from and provide reports to Dr. Seawright and his team. BYU CIBE will hire an intern to collect data as requested by Drs. Seawright and Witesman and assist in preparing reports.

THE EVALUATION PLAN

Both formative and summative evaluation procedures are included in the plan. Reports will be delivered annually, midway through the grant period, and at the conclusion of the grant. Annual evaluation reports will include both written summative reports and formative

feedback meetings. These interim reports will facilitate the BYU CIBE's continuous improvement efforts.

Formative and summative evaluation reports will use data collection methodology that includes participant interviews and focus groups, surveys, case studies, and observations. Individual activities will be evaluated using both quantitative data (e.g., number of participants at conferences, number of students in courses, and participant surveys) as well as qualitative data (e.g., reports summarizing activities of funded projects, course and conference evaluations, and interviews with stakeholders). Evaluators will utilize data already being collected for other purposes (e.g., the GPRA Report) as well as data collected solely for this project. The evaluation process will follow the "Guidance on Developing an Evaluation Plan" for the Grant.

Basic evaluation questions will guide the formative and summative evaluation method. The questions are derived from assumptions about how the stated grant objectives are achieved, and will be refined as ongoing stakeholder analysis and evaluation is done. In the remainder of the section, we will discuss the formative evaluation procedures, the summative evaluation procedures, and the Performance Measure Forms.

Formative Evaluation Procedures

Formative evaluation procedures will provide ongoing feedback to the project principal investigator (PI) concerning the effectiveness of CIBE programs. Each activity in the five objectives of the proposal will receive a formative evaluation to provide feedback to the PI and other key stakeholders concerning the relative success of the programs. The formative evaluation of each program activity will include a combination of qualitative and quantitative data collection. In Supplement 22, we provide a Performance Measure Form for four important project goal statements, complete with performance measures and activities. In terms of the data

collection for GPRA, we will collect the data for Measure #1 by interviewing students who graduate with the Global Management Certificate and signing them up for our LinkedIn group so that we can keep track of them after graduation. When they receive their certificate, they also receive a letter explaining the importance of signing up for the group. For Measure 2, we will collect data at the end of each academic year on the impact of our CIBE initiatives on the internationalization of our programs. For Measure 3, we will collaborate with our business constituents, such as the Governor's Office of Economic Development to determine how our activities affect export business activities. We can accomplish this by sampling participants in our internationalization seminars.

Summative Evaluation Procedures

Evaluators will review records and operations of the BYU CIBE each year to ensure the stated objectives, activities, organization, and policies found in Sections 1-6, 8 and 9 of the proposal are functioning as intended. This review will identify deviations from the plan and their impact on the overall grant. The evaluators will issue a yearly report summarizing these evaluation findings and analyzing the extent to which BYU is accomplishing the outcome objectives of the grant proposal. This summative evaluation report will be sent to the U.S.D.O.E. Program Officer over the CIBEs, the International Vice President of BYU, the Dean of the Marriott School, the Executive Director of the BYU CIBE, key members of the BYU CIBE Advisory Board, and other key stakeholders identified by the PI and the evaluators. Each year, the external evaluator will also conduct a feedback meeting based on the above report. In this meeting the external evaluator will review findings with the BYU CIBE team and will identify ways the programs can become more effective overall and in relation to individual initiatives. Ultimately, the success of this program will depend on achieving the stated grant

outcomes, which include providing resources, experiences, and learning opportunities to prepare students for careers in international business fields. The project goal statements, performance measures, and activities described below will guide the summative evaluation procedures. The procedures will provide both process and outcome data to track the achievement of these grant objectives.

At the conclusion of each year of the grant period, the external evaluators will select two areas of the grant to conduct an intensive, onsite evaluation review. They will review these areas for overall impact and importance, according to the objectives of the CIBE grant proposal. They will compare the BYU programs to other quality programs across the nation. They will use both process and outcome evaluation data. These evaluators will issue a written report of their findings within one month of the visit and will conduct an end-of-visit feedback meeting with the BYU CIBE Executive Committee and the Marriott School deans.

The following is information about the BYU evaluation plan as outlined by the standard categories and according to accepted national program evaluation standards¹.

Stakeholder Identification

Entities involved in or affected by the evaluation are the U.S. Office of Education, Title VI; Brigham Young University; The BYU Marriott School of Management; the BYU CIBE; and the CIBE Advisory Council.

Evaluator Credibility

The evaluators are faculty and graduate students at BYU. The principal independent, internal evaluator teaches university courses on evaluation research and has experience with government evaluation contracts.

¹ See The Program Evaluation Standards (Thousand Oaks, California, Sage Publications, 1994)

Information Scope and Selection

Both process and outcome data will be collected each year. Each objective and program will be evaluated, as will the overall grant administration. Each year, evaluators will report the results of both a summative and formative evaluation of the projects to relevant stakeholders. An interim evaluation by a panel of experts in the third year is also planned.

Values Identification

The perspectives, procedures and rationale of the independent internal evaluator are designed to objectively report on the efficacy of the grant administration, as well as to help the BYU CIBE address key problems and concerns in order to improve performance. Thus, the evaluator acts as both an objective auditor and interventionist to help assure good performance.

Report Clarity

The evaluation reports will be clearly written and will clearly reference the CIBE grant proposal.

Report Timelines and Dissemination

Reports will be issued by September 1 of each year to the U.S.D.O.E. Program Officer over the CIBEs, the International Vice President of BYU, the Marriott School Dean, the BYU CIBE Executive Director, and key members of the CIBE Advisory Council. Yearly feedback meetings will be held with the BYU CIBE Executive Committee and other invited participants.

Evaluation Impact

The yearly reports, data feedback meetings, and interim evaluation report of the experts in the third year are designed to encourage stakeholders to use the evaluation information to improve the overall performance of the grant administration, to correct problems, and to reach the general objectives in the grant proposal. The evaluators will ensure that the Program

Evaluation Standards of the Joint Committee on Standards for Education Evaluation² regarding feasibility and propriety will be observed.

Performance Measure Forms (PMF)

In order to see how we will operationalize our evaluation plan in the context of the PMF system, we will use four important project goals as summarized in Supplement 22.

Project Goal Statement 1: Increase the number of students participating in international business experiences by 10 percent compared to the prior 4-year period. We have 4 performance measures for this goal statement, and each performance measure has different activities. For example, one performance measure is to increase by 10% the number of students participating in study abroad programs. In order to achieve this measure, we will initiate three activities: develop the new emerging markets global supply chain study abroad, develop and offer the accounting study abroad program in Hong Kong and China, and recruit supply chain students to attend a study abroad program.

Project Goal Statement 2: Increase the number of students exposed to international business content by 10%. To achieve this goal statement, we identify four different performance measures. One of them is increase by 10% the number of non-business students exposed to international business content. One of the activities to achieve this measure is to develop and offer the global and business literacy minor.

Project Goal Statement 3: Increase the number of business students completing advanced courses in priority languages by 10% compared to the prior 4-year period. To achieve this goal statement we identify two performance measures. One of them is increase by 10% the number of students participating in business language courses, certificates or events. An activity

² See The Program Evaluation Standards (Thousand Oaks, California, Sage Publications, 1994)

to reach this measure is to develop and offer the Business Online courses.

Project Goal Statement 4: Improve employment opportunities for students with international business focus and advanced language skills. We have two performance measures to assist in achieving that goal statement, one of which is to offer at least two internships in Utah to IB students. One of the activities to accomplish the performance measure is to collaborate with the Governor's Office of Economic Development and place two students in the office to work on projects for the GOED staff.

Although this reflects only four project goals statements, we will replicate this same process for all of our initiatives.

SECTION 8: COMPETITIVE PREFERENCE PRIORITY 1: BUSINESS COLLABORATION (5 POINTS)

The major objective of this priority is to collaborate with professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities. Eight initiatives are covered in the grant proposal to address this priority: A10, A11, D1-D5, and D8. The Director of Career Services in the Marriott School has agreed to assign one person to work with the BYU CIBE to help international business students find internships (D4). Internships can be either on or off campus. Some internships are paid and some are unpaid but students get credit for the experience. Both types are valid and very useful. Some of the on campus internships involve helping local Utah companies research global markets to establish export opportunities. During the grant period, we will work with the Career Services Office to establish a website that identifies companies that come to BYU to recruit students, and explain to students how they can prepare resumes and talking points to help get an international internship. Then we will track the success of these efforts for every international business student and use our LinkedIn group to find students who have graduated with the Global Management Certificate to track their careers and get feedback on the value of the program. This will also help us gather data for GPRA Measure #1.

Initiatives A10, A11, and D1 are examples of in-class projects based on internship experiences – two global field studies projects for MBA students (typically 10 students), accounting field studies projects in Ghana utilizing accounting skills as consultants (5 students per project), and the international investing internship in Asia (20-25 students). All three of them involve internships in emerging markets which also addresses one of our goals of developing more experiences for students in emerging markets.

Initiative D5 will be available through the Ballard Center for Economic Self Reliance at BYU and will involve a variety of social innovation projects. Projects that are international in scope and allow our students to use their business skills as part of the experience will count toward the Global Management Certificate offered by BYU CIBE. Students sign up for internship credit and receive 3 credits for working 9 hours a week for social innovation organizations. These might be international NGOs, such as Fundacion Paraguaya, or a local NGO with projects abroad.

The other initiatives involve our institutional partners in the state – the Governor’s Office of Economic Development, the World Trade Center of Utah, and the World Trade Association of Utah (WTA) (D2, D3, and D8). Through the WTA, we also work with the Utah Export Assistance Center. Each organization has agreed to accept international business interns, but one of the major benefits of linking with them is that they can provide internship opportunities through their clients, also known as externships.

In order to keep track of students who complete internships, we will create a new internship class which will involve a partnership between the Career Services Office and the BYU CIBE. Because these experiences count for the Global Management Certificate, students also have to identify their international experiences on the website since it will be one of the experiences they must complete to receive the Certificate.

**SECTION 9: COMPETITIVE PREFERENCE PRIORITY 2: SIGNIFICANT AND SUSTAINED
COLLABORATIVE ACTIVITIES WITH MSIS AND/OR COMMUNITY COLLEGES (5 POINTS)**

The major objective of this priority is to develop significant and sustained collaborative activities with one or more Minority Serving Institution and/or one or more community college, designed to incorporate international, intercultural, or global dimensions into their business curriculum. We will develop collaborations with specific institutions (Salt Lake Community College, Snow College, and Diné College), institutions that are part of the regional RMCIBE network, and institutions that are part of the HBCU/MSI initiative led by Georgia State.

Our collaboration with Salt Lake Community College (SLCC), which has an enrollment of 31,000+ students receiving AA degrees and certificates, is the deepest of our unique collaborative efforts. Dennis Bromley, the Dean of School of Business, at SLCC is on our BYU CIBE Advisory Board, and during the grant period we will work with him to identify the outcomes of a global education for students in his School of Business. In addition, we will work together to identify curriculum needs and where international business courses fit in the AA graduation requirements. Because of the shortage of faculty, we will help him make contact with Utah State University which, like BYU, has on-line international business classes. When the on-line business language classes are completed, Dean Bromley believes his students would be ready to take those classes and receive credit from BYU Independent Study. The Director of the BYU study abroad programs has made contact with their counterpart at SLCC through the NAFSA conference, and they have agreed to meet and share best practices as well as see if there are study abroad programs at BYU that SLCC students can take part in if they represent areas of the world not covered by SLCC programs. Dean Bromley has agreed to help us work with the business program at Snow College to discuss similar forms of collaboration. Finally, Dean

Bromley has expressed interest in the RMCIBE network as an important group where he can share ideas with other Community College faculty members.

A new initiative in this grant cycle is to collaborate with Diné College, a tribal college in Arizona and New Mexico. We selected Diné College because of their strong relationship between the Multicultural Office at BYU which recruits Native American students to attend BYU. The first step is to visit Diné College with the Director of Native American relations in BYU's Multicultural Office and establish personal relationships with the faculty and administrators at the college. Based on our experiences with other Tribal Colleges in the RMCIBE network, we realize how important these relationships are and the importance of patience in developing them. Our goal is to start building these relationships before moving forward with program possibilities. By the second year of the grant, we would like to invite faculty from Diné to join the RMCIBE group to network with other Tribal Colleges.

The RMCIBE network includes regular universities, community colleges, and Tribal Colleges, and in years 2 and 4 we will have our next two conferences. Although we provide the impetus and support for the meeting and are basically ex-officio members of the steering committee, a steering committee of schools in the network chaired by the host institution for the event, plan the conference, and suggest ways to recruit other schools to take part.

The HBCU/MSI initiative is important since it allows us to provide input for the initiatives, financial support for attendees, and teach the international accounting class to HBCUs. The program is important because of its programs have significant national impact and allow us to network with HBCUs which we don't have in the Rocky Mountain region. However, we will work in a more collaborative relationship with our local community colleges, Tribal College, and RMCIBE network.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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BRIGHAM YOUNG UNIVERSITY CIBE ADVISORY COUNCIL

From 1991 to 2002 Brigham Young University (BYU) managed a Center for International Business Education (CIBE) jointly with the University of Utah. During those years the CIBE Advisory Council, established by the joint CIBE, provided valuable guidance to the Center. However, the creation of the BYU CIBE in 2002 necessitated the establishment of a new Advisory Council focused on the new direction and program emphases to be established at BYU. Thus, the BYU CIBE Advisory Council was created in February 2001 to provide insight to the new BYU CIBE team as it strategically planned the direction of future programs and projects.

Contributions of Advisory Council members provide valuable support to the CIBE leadership. Council members share their expertise as they help guide the general direction of the Center, encourage cross-campus collaboration, provide connection with the local international business (IB) and academic communities, and help the CIBE faculty keep abreast of current local, regional, and national IB trends.

Each member of the CIBE Advisory Council was selected because of his or her ability to provide unique insights, which play a major role in center guidance and strategic oversight. The make-up of the Council is in accordance with established membership requirements; members are listed in the accompanying chart found in this supplement.

The BYU CIBE Advisory Council met prior to the development of this project. Input from the Council has significantly influenced the scope of the Center's activities and the design of its programs.

ADVISORY COUNCIL MEMBERS

University Administrative Department	
Sandra Rogers	International Vice President, Brigham Young University
Business/Management School	
Steve Glover	Associate Dean, Marriott School of Management
Michael Thompson	Director, Undergraduate Program
Shad Morris	Professor, International Human Resources
International Studies or Foreign Language Departments	
John Rosenberg	Dean, College of Humanities
Scott Miller	Chair, Asian and Near Eastern Languages
Jeffrey F. Ringer	Director, David M. Kennedy Center for International Studies
Kirk Belnap	Director, National Middle East Language Resource Center
Wade Jacoby	Director, Center for the Studies of Europe
Other Professional Schools or Departments	
Spencer Magleby	Associate Dean, College of Engineering
Gordon Smith	Associate Dean, Law School
Local or Regional Businesses	
Ritch Wood	Chief Financial Officer, Nu Skin Enterprises
Derek Miller	President, World Trade Center of Utah
Terry Grant	President Elect, World Trade Association of Utah
David Fiscus	Director, Commercial Service Utah, U.S. Commercial Service
Representative of the Governor of the State	
Franz Kolb	Director, International Trade and Diplomacy Office, State of Utah
Regional Community College	
Dennis Bromley	Dean, School of Business, Salt Lake Community College
CIBER Directors and Administrative Staff	
Bruce Money	Executive Director, BYU CIBE
Cynthia Halliday	Managing Director, BYU CIBE
Laura Ricks	Program Coordinator, BYU CIBE

DATES OF PAST MEETINGS:

27 September 2013	24 September 2010	7 September 2007
9 March 2012	21 September 2009	11 May 2006
30 September 2011	24 October 2008	4 April 2005

DATE OF ESTABLISHMENT:

February, 2001 (which replaced the former advisory council of the joint BYU/University of Utah CIBER founded in 1990)

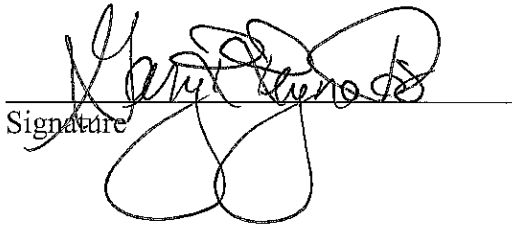
CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Gary R. Reynolds, Director
Name and Title of Authorized Representative


Signature

17 June 2014
Date



STATE OF UTAH

GARY R. HERBERT
GOVERNOR

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
LIEUTENANT GOVERNOR

May 15, 2014

Lee Perry, Dean
Marriott School of Management
Brigham Young University
730 TNRB
Provo, Utah 84602

Dear Dean Perry,

It is my pleasure as Governor of Utah to express support for the grant application to renew the Center for International Business Education and Research (CIBER) at Brigham Young University.

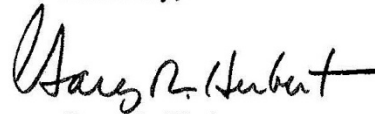
BYU is recognized in the CIBER network as a leader not only for business language education but also for collaborating with professional associations and businesses in order to expand employment opportunities for students. Innovative programs, such as Global Consulting, International Work Experience, and Student Exchange, enable students to integrate classroom learning with rigorous international experience, increasing their marketability and value as potential employees. In addition, they offer students opportunities to network and create valuable relationships with employers in the global market.

BYU is also involved in a number of collaborative activities, which help community colleges and other universities that serve a significant minority student population, such as Salt Lake Community College and Utah Valley University, incorporate international and intercultural components into their business curriculum. For example, in partnership with the University of Colorado Denver, BYU co-sponsors the Rocky Mountain CIBER Consortium, which organizes annual conferences on global initiatives with colleges and universities in the Rocky Mountain region. Many of the beneficiaries are faculty from community and tribal colleges. Moreover, in association with the University of Memphis, BYU faculty provides training to faculty members from historically black colleges and universities on how to internationalize curriculum in different business disciplines. Finally, through the CIBER program, BYU provides travel grants to help faculty from HBCUs and community colleges participate in the Rocky Mountain CIBER

Consortium conferences and the workshops at the University of Memphis, as well as international faculty development trips to China and other destinations.

The State of Utah has much to offer on the global stage. Goldman Sachs and Adobe, along with several other international companies, have moved major operations here. Together with hundreds of thriving local businesses with global trade ties, such as MeritMedical, RioTinto, and Skullcandy, they fortify Utah's position as an attractive global business destination. Indeed, BYU's Center for International Business Education and Research strengthens Utah's current business globalization efforts by preparing skilled, multilingual business professionals and future leaders, who are equipped to work successfully in international arenas. We applaud particularly BYU's efforts to support and expand international business education at tribal colleges in the region and local community colleges and universities, which serve minorities because minority groups play an increasingly important role in our business community and economy.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary R. Herbert", with a stylized flourish at the end.

Gary R. Herbert
Governor



WORLD TRADE CENTER®
UTAH

June 26, 2014

Lee Perry, Dean
Marriott School of Management
Brigham Young University
730 TNRB
Provo, Utah 84602

Dear Dean Perry,

On Behalf of the World Trade Center Utah (WTCU), I am very pleased to provide our highest support for the renewal of Brigham Young University's CIBER grant.

Through the CIBER at the Management School, BYU has done a superb job in establishing, deepening, and continually supporting the dramatic growth of international education and awareness in Utah. From our standpoint at World Trade Center Utah, CIBER has been a dependable, thoughtful and most helpful partner in our joint work to assess, educate and connect Utah businesses and individuals to the broader world.

The mission of World Trade Center (WTC) Utah is to guide Utah companies into profitable global markets. Over 1,000 companies from all over Utah have been assisted through a combination of educational classes and seminars, international business development events, and the ongoing generation of networking opportunities. CIBER has been a consistently helpful partner in this important task and we want to expand this relationship going forward. In addition to monthly international trade lunches, CIBER is constantly providing speakers, ideas, cultural opportunities and other much appreciated support to our WTCU activities.

Utah's merchandise exports have increased by over 300% since the WTC Utah was founded in 2006 and currently supports nearly 100,000 jobs. This strong growth contrasts with our neighboring states without a CIBER, such as Idaho, New Mexico, Arizona, Nevada, etc. where the rate of export growth is much slower.

I feel strongly that these differentials in export performance is at least partially due to the critical role played by the CIBER in motivating, educating and facilitating international awareness among the students and business community in Utah.

60 East South Temple, Suite 300
Salt Lake City, UT 84111 USA

1 801 532 8080
www.wtcutah.com

HELPING YOU THINK, ACT, SUCCEED GLOBALLY

Our strong WTCU recommendation is also based on our daily interaction with BYU in many areas of international issues because CIBER'S influence reaches across the entirety of the BYU campus, including the numerous BYU study abroad and other international programs not directly under CIBER supervision. Having BYU as a platform has been of immense strength to CIBER'S expansive and growing influence in this state.

We are deeply grateful for having a strong, forward-looking CIBER in our state, and highly recommend your thorough review and support for their renewal.

Please contact me if I can provide any more specific details to assist you.

Sincerely,



Derek B. Miller
President & CEO
World Trade Center Utah



June 25, 2014

U.S. Department of Education

RE: Center for International Business Education and Research (CIBER grant) 2014-2018

Dear Committee Members:

On behalf of Nu Skin Enterprises, I put forth for your consideration this letter of support for the Marriott School of Management at Brigham Young University. As the Marriott School of Management applies for the Title VI Part B Center for International Business Education and Research (CIBER) grant, we extend our full support and endorsement as we recognize the positive impact this funding has for our community and surrounding universities.

Nu Skin Enterprises is a publicly traded company on the New York Stock Exchange with the ticker symbol NUS. We are one of the largest employers in the state with 85 percent of our business outside the USA. Therefore, we recognize the need and importance of improved international training and education in the business arena. We believe that because of its unique faculty and student body, Brigham Young University is well equipped to provide this enhanced educational resource. This is through not only educating students in the business program but the University's involvement as a resource to other universities in the Rocky Mountain area. BYU provides resources and grants to universities in the area which raises the level of international training and education in the entire valley.

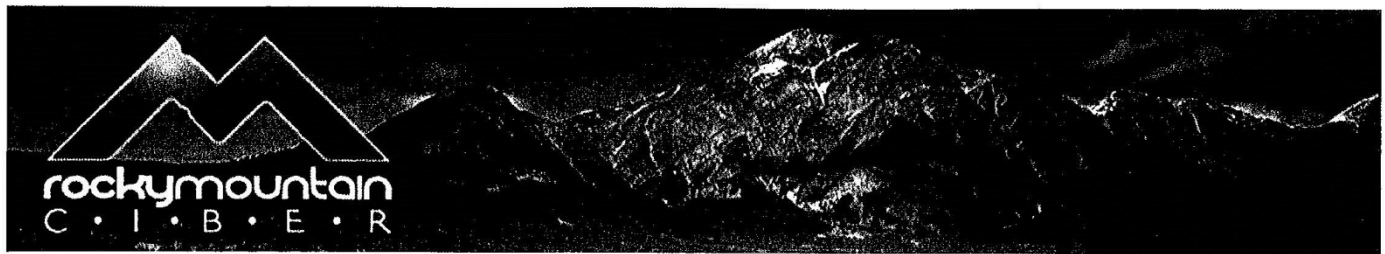
Our company enjoys business in 58 countries around the world. At our international headquarters, located some five minutes from the Marriott School of Management, we support and manage our global business. Specifically in areas of marketing, product development, finance, legal and information technology as well as a call center supporting numerous foreign languages. In addition to many key members of management who studied at the Marriott School of Management, we consistently hire both part-time and full-time employees who gained their education at Brigham Young University. Needless to say, we have a vested interest in the success of the university.

We lend our support to this important grant and greatly appreciate the impact this funding has in enhancing international business education and training. We are strong advocates for Brigham Young University receiving a renewal on this CIBER grant for the 2014-2018.

Sincerely and respectfully,

Mark L. Adams
Chief Information Officer

NU SKIN ENTERPRISES INC. 75 WEST CENTER STREET PROVO, UTAH 84601 PHONE 801.345.1000 FAX 801.345.5999



May 27, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building, 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As members of the Rocky Mountain CIBER Network (RMCIBER), we strongly support the grant proposals of the University of Colorado Denver (UCD) and Brigham Young University (BYU) to be re-designated as Centers for International Business Education and Research (CIBERs).

The RMCIBER is a network of 39 educational institutions located in ten western states in the Rocky Mountain region; nine of these are community colleges and five are Hispanic Serving Institutions. In addition, we have had faculty from six Tribal Colleges and Universities participate in our programs. The University of Colorado Denver and Brigham Young University CIBERs lead this initiative.

Most of the schools we represent are small and remote, with limited access to international business resources. Our stretched budgets make it difficult to individually incorporate significant international business components at a time when our regional businesses look to our institutions for the expertise to increase their global competitiveness.

By banding together in the RMCIBER Network, we are able to share resources and develop global expertise through professional faculty development programs and foreign study tours, extensive CIBER international business education resources, and networking opportunities with other faculty and institutions facing similar opportunities and challenges. UCD and BYU CIBERs have also hosted numerous regional conferences addressing pivotal global business issues, state-of-the-art business education topics and techniques, and new IB knowledge and its applications.

The University of Colorado Denver and Brigham Young University CIBERs are critical resources for our institutions and for the Rocky Mountain region. We ask for your favorable consideration of their re-designations as Centers for International Business Education and Research.

Sincerely,



Richard Adkisson
Department Head
Department of Economics, Applied Statistics, and
International Business
Carruthers Endowed Chair in Economic
Development
New Mexico State University



Debbie Gilliard, PhD
Professor
Chair of the Management Department
Metropolitan State University of Denver



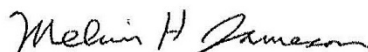
Angelica Bahl, PhD
Professor of Marketing
Department of Marketing
Metropolitan State University of Denver



Tracy Gonzalez-Padron, PhD
Director, Ethics Initiative
Associate Professor, Marketing &
International Business
College of Business and Administration
University of Colorado at Colorado Springs



Virginia Bratton, PhD
Assistant Professor of Management
Jake Jabs College of Business and
Entrepreneurship
Montana State University- Bozeman



Mel Jameson, PhD
Professor of Finance and
Director of International Initiatives
Lee Business School
University of Nevada Las Vegas



Diana N. Bullen, NA
Director Business Programs
Mesa Community College



Tracy Jennings, PhD
Senior Instructor
Leeds School of Business
University of Colorado Boulder



Cynthia S. Cicyota, PhD
Professor of Management
United States Air Force Academy



Ronald D. Johnson, D.BA
Dean
College of Business
North Dakota State University



Vijay R. Kannan, PhD
Executive Director of International Programs
Jon M. Huntsman School of Business
Utah State University



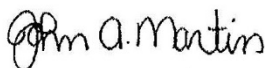
Emmanuel Nkwenti-Zamcho, DBA
Associate Professor of International Business
New Mexico Highlands University



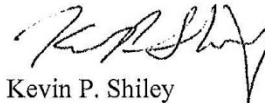
Martyn Kingston, PhD, MBA
Business Faculty & Business Discipline
Coordinator
Colorado Mountain College



José Antonio Rosa, PhD
Professor of Marketing and Sustainable Business Practices
College of Business
University of Wyoming



John A. Martin, PhD
Professor of Management
United State Air Force Academy



Kevin P. Shiley
Professor of International Business
Brigham Young University, Idaho



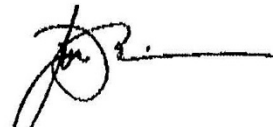
David N. McArthur, Ph.D.
Associate Professor of Strategic Management & International Business
Chair, Department of Management
Woodbury School of Business
Utah Valley University



Joseph A. Simon
General Business Instructor
Casper College



Mary McNally, PhD
Professor
College of Business
Montana State University, Billings



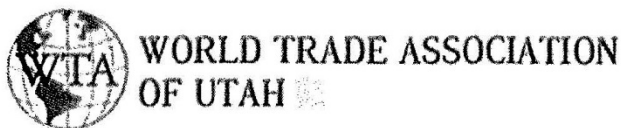
Jon Wilkerson
Assistant Dean of Business Programs
Colorado Heights University



Lynn Wilson
Assistant Professor of Business & Entrepreneurship
Community College of Denver



Yusri Zaro
Assistant Professor in Banking & Finance
Adams State University



June 26, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building, 7W311
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary Duncan:

The purpose of this letter is to show my support to Brigham Young University (BYU) and their efforts to renew the Center for International Business Education (CIBE) grant for the 2014-2018 cycle. I have had the privilege to work with the BYU CIBE for many years on multiple projects in the State of Utah.

Besides offering highly ranked business programs, BYU has demonstrated their support to the advancement of International Business education in Utah in many ways. As the current president of the World Trade Association of Utah (WTA), I acknowledge the various contributions BYU has made to ensure the WTA is a successful organization. For several years, BYU has been an active member of the WTA board, provided secretarial support to the president of the WTA, and helped organized numerous monthly meetings for the business professionals in the State, including providing guest speakers from the faculty. The Director of the Center and the Managing Director both served as Presidents of the WTA and were active of the Board for many years. One of the International Business faculty members is currently on the Board.

As also the Director of the International Trade and Diplomacy Office in the State of Utah, I have enjoyed working with the BYU CIBE on many projects to support the objectives of the state to enhance exports and create jobs. BYU CIBE has been an active member of the International Coordinating Committee, supported and co-sponsored events organized by the Governor's Office of Economic Development, such as Utah Europe Days, and collaborated on several other programs.

Due to these contributions and many others not mentioned in this letter, I strongly recommend the selection of Brigham Young University as a CIBE for the 2014-2018 grant cycle.

Sincerely,

A handwritten signature in black ink, appearing to read 'Franz Kolb', is written over a series of horizontal lines.

Franz Kolb, Director
International Trade and Diplomacy Office
Governor's Office of Economic Development

RELATIONSHIP OF EACH OBJECTIVE TO COMPETITIVE AND INVITATIONAL PRIORITIES

OBJECTIVES AND ACTIVITIES	Competitive Priority 1 Internships and Work-Study	Competitive Priority 2 Community Colleges & MSIs	Invitational Priority 1 Sub-Saharan Africa, South Asia, SE Asia	Invitational Priority 2 Language
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET				
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	✓			
A2 Emerging Market Global Supply Chain Study Abroad	✓		✓	
A3 Global Finance Asset Management LDB Pathway	✓			
A4 Global Mindset Video Project for Business Majors				
A5 Global Mindset Video Project for Non-Business Majors			✓	
A6 Global Business and Literacy Minor			✓	✓
A7 Building Global Talent for MBA Students: Preparing for International Assignments				
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase				
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession				
A10 Global Field Studies Projects for MBA Students			✓	✓
A11 Accounting Field Studies Project in Ghana	✓		✓	✓
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain			✓	✓
A13 Short Cases on Doing Business in Ghana			✓	
A14 Business Study Abroad Program in Oxford, England	✓			
A15 Accounting Study Abroad Program in China and Hong Kong	✓		✓	✓
A16 International Ethics Modules in the Required Ethics Courses			✓	
A17 Course on Business in Europe				

OBJECTIVES AND ACTIVITIES	Competitive Priority 1 Internships and Work-Study	Competitive Priority 2 Community Colleges & MSIs	Invitational Priority 1 Sub-Saharan Africa, South Asia, SE Asia	Invitational Priority 2 Language
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY				
B1 Language Certificate for Non-Humanities Majors			✓	✓
B2 Business Language Online Courses		✓	✓	✓
B3 Global Mindset Videos in Foreign Business Languages		✓	✓	✓
B4 Business Language Case Competition in Arabic		✓		✓
B5 High School Business Language Competition in Chinese and French			✓	✓
B6 Short Business Cases in French, German, Portuguese, and Spanish			✓	✓
B7 CIBE Business Language Conference		✓	✓	✓
B8 Faculty Development in Business Languages		✓		✓
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs				
C1 Salt Lake Community College Initiatives		✓		
C2 Executive Certificate of Global Business Management		✓		
C3 Snow College Initiative		✓	✓	
C4 Diné College Initiative		✓	✓	
C5 Rocky Mountain CIBE Initiatives		✓	✓	
C6 International Business Summit and Case Competition			✓	
C7 Historical Black Colleges and Universities (HBCU) Project		✓	✓	
C8 Faculty Development in International Business (FDIB) MENA		✓	✓	
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa		✓	✓	
C10 Faculty Development in International Business (FDIB) China		✓	✓	
C11 Faculty Development in International Business (FDIB) Brussels		✓		
D. COLLABORATE WITH THE BUSINESS COMMUNITY				
D1 International Investing Internship in Asia	✓		✓	

OBJECTIVES AND ACTIVITIES	Competitive Priority 1 Internships and Work-Study	Competitive Priority 2 Community Colleges & MSIs	Invitational Priority 1 Sub-Saharan Africa, South Asia, SE Asia	Invitational Priority 2 Language
D2 Governor's Office of Economic Development (GOED) Internships	✓		✓	
D3 World Trade Center of Utah (WTC) Internship	✓			
D4 Global Internship Program	✓			
D5 Social Innovation Internships	✓		✓	✓
D6 Small Business Development Center Export Tools Workshops	✓		✓	
D7 NASBITE Seminars with GOED				
D8 World Trade Association of Utah Initiatives	✓		✓	
D9 District Export Council (DEC) Support	✓		✓	
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA				
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	✓	✓	✓	
E2 Research Symposium on Conflict Minerals	✓	✓	✓	
E3 Speed Networking Event on Global Issues	✓	✓	✓	
E4 Research on Innovation in International Business	✓		✓	
E5 Research on Global Talent	✓		✓	
E6 Research on Impact of Culture on Global Strategic Decisions	✓		✓	
E7 Research on Global Ethics	✓		✓	
E8 Preparation of Doctoral Students for International Research			✓	
E9 Course Development Grant on Foreign Direct Investment in Africa	✓	✓	✓	
E10 Other Research Grants in International Business	✓	✓	✓	

RELATIONSHIP OF EACH OBJECTIVE TO THE PURPOSES OF THE PROGRAM

OBJECTIVES AND ACTIVITIES	National Resource for Teaching IB and Context	Teach Foreign Language and IB Fields	Research and Training in IB	Training to Students	Regional Resource to Business	Regional University
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET						
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	✓	✓	✓	✓		
A2 Emerging Market Global Supply Chain Study Abroad	✓	✓	✓	✓		
A3 Global Finance Asset Management LDB Pathway	✓	✓	✓	✓		
A4 Global Mindset Video Project for Business Majors	✓	✓	✓	✓	✓	✓
A5 Global Mindset Video Project for Non-Business Majors	✓	✓	✓	✓		✓
A6 Global Business and Literacy Minor	✓	✓	✓	✓		
A7 Building Global Talent for MBA Students: Preparing for International Assignments	✓	✓	✓	✓		
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase	✓	✓	✓	✓		
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	✓	✓	✓	✓		
A10 Global Field Studies Projects for MBA Students	✓	✓	✓	✓		
A11 Accounting Field Studies Project in Ghana	✓	✓	✓	✓		
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	✓	✓	✓	✓		
A13 Short Cases on Doing Business in Ghana	✓	✓	✓	✓	✓	✓
A14 Business Study Abroad Program in Oxford, England	✓	✓	✓	✓		
A15 Accounting Study Abroad Program in China and Hong Kong	✓	✓	✓	✓		
A16 International Ethics Modules in the Required Ethics Courses	✓	✓	✓	✓		✓
A17 Course on Business in Europe	✓	✓	✓	✓		

OBJECTIVES AND ACTIVITIES	National Resource for Teaching IB and Context	Teach Foreign Language and IB Fields	Research and Training in IB	Training to Students	Regional Resource to Business	Regional University
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY						
B1 Language Certificate for Non-Humanities Majors		✓	✓	✓		
B2 Business Language Online Courses	✓	✓	✓	✓	✓	✓
B3 Global Mindset Videos in Foreign Business Languages	✓	✓	✓	✓	✓	✓
B4 Business Language Case Competition in Arabic	✓	✓	✓	✓	✓	✓
B5 High School Business Language Competition in Chinese and French	✓	✓	✓	✓	✓	
B6 Short Business Cases in French, German, Portuguese, and Spanish	✓	✓	✓	✓		✓
B7 CIBE Business Language Conference	✓	✓	✓			✓
B8 Faculty Development in Business Languages	✓	✓	✓			✓
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs						
C1 Salt Lake Community College Initiatives		✓	✓			✓
C2 Executive Certificate of Global Business Management	✓	✓	✓	✓	✓	✓
C3 Snow College Initiative	✓	✓	✓			✓
C4 Diné College Initiative	✓	✓	✓			✓
C5 Rocky Mountain CIBE Initiatives	✓	✓	✓			✓
C6 International Business Summit and Case Competition	✓	✓	✓	✓		✓
C7 Historical Black Colleges and Universities (HBCU) Project	✓	✓	✓			✓
C8 Faculty Development in International Business (FDIB) MENA	✓	✓	✓			✓
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	✓	✓	✓			✓
C10 Faculty Development in International Business (FDIB) China	✓	✓	✓			✓
C11 Faculty Development in International Business (FDIB) Brussels	✓	✓	✓			✓
D. COLLABORATE WITH THE BUSINESS COMMUNITY						
D1 International Investing Internship in Asia	✓	✓	✓	✓		

OBJECTIVES AND ACTIVITIES	National Resource for Teaching IB and Context	Teach Foreign Language and IB Fields	Research and Training in IB	Training to Students	Regional Resource to Business	Regional University
D2 Governor's Office of Economic Development (GOED) Internships	✓	✓	✓	✓	✓	
D3 World Trade Center of Utah (WTC) Internship	✓	✓	✓	✓	✓	
D4 Global Internship Program	✓	✓	✓	✓	✓	
D5 Social Innovation Internships	✓	✓	✓	✓		
D6 Small Business Development Center Export Tools Workshops		✓	✓		✓	✓
D7 NASBITE Seminars with GOED		✓	✓		✓	✓
D8 World Trade Association of Utah Initiatives		✓	✓	✓	✓	✓
D9 District Export Council (DEC) Support		✓	✓	✓	✓	
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA						
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	✓	✓	✓	✓	✓	✓
E2 Research Symposium on Conflict Minerals	✓	✓	✓	✓	✓	✓
E3 Speed Networking Event on Global Issues	✓	✓	✓	✓	✓	✓
E4 Research on Innovation in International Business			✓			✓
E5 Research on Global Talent			✓			✓
E6 Research on Impact of Culture on Global Strategic Decisions			✓			✓
E7 Research on Global Ethics			✓			✓
E8 Preparation of Doctoral Students for International Research	✓		✓	✓		✓
E9 Course Development Grant on Foreign Direct Investment in Africa	✓	✓	✓	✓		
E10 Other Research Grants in International Business			✓			✓

RELATIONSHIP OF EACH OBJECTIVE TO THE PROGRAMMATIC REQUIREMENTS OF THE STATUTE

OBJECTIVES AND ACTIVITIES	Inter-disciplinary Programs for Business Students	Inter-disciplinary Programs for For. Lang. & Area Studies Faculty & Students	Programs for the Business Community & Other Professionals	Collaborative Programs with Education, Government & Business	Research to Strengthen Business & Education	Research to Promote International Competitiveness of U.S. Business
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET						
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway				✓		
A2 Emerging Market Global Supply Chain Study Abroad	✓			✓		
A3 Global Finance Asset Management LDB Pathway	✓					
A4 Global Mindset Video Project for Business Majors					✓	
A5 Global Mindset Video Project for Non-Business Majors		✓			✓	
A6 Global Business and Literacy Minor		✓				
A7 Building Global Talent for MBA Students: Preparing for International Assignments	✓			✓	✓	
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase					✓	
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	✓			✓		
A10 Global Field Studies Projects for MBA Students	✓			✓		
A11 Accounting Field Studies Project in Ghana	✓			✓		
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	✓					
A13 Short Cases on Doing Business in Ghana					✓	✓
A14 Business Study Abroad Program in Oxford, England	✓					
A15 Accounting Study Abroad Program in China and Hong Kong				✓		

OBJECTIVES AND ACTIVITIES	Inter-disciplinary Programs for Business Students	Inter-disciplinary Programs for For. Lang. & Area Studies Faculty & Students	Programs for the Business Community & Other Professionals	Collaborative Programs with Education, Government & Business	Research to Strengthen Business & Education	Research to Promote International Competitiveness of U.S. Business
A16 International Ethics Modules in the Required Ethics Courses	✓	✓			✓	✓
A17 Course on Business in Europe	✓	✓			✓	✓
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY						
B1 Language Certificate for Non-Humanities Majors	✓					
B2 Business Language Online Courses	✓	✓	✓		✓	
B3 Global Mindset Videos in Foreign Business Languages	✓	✓	✓		✓	✓
B4 Business Language Case Competition in Arabic	✓	✓		✓		
B5 High School Business Language Competition in Chinese and French		✓		✓		
B6 Short Business Cases in French, German, Portuguese, and Spanish	✓	✓			✓	
B7 CIBE Business Language Conference			✓	✓	✓	✓
B8 Faculty Development in Business Languages		✓		✓	✓	
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs						
C1 Salt Lake Community College Initiatives		✓	✓	✓	✓	
C2 Executive Certificate of Global Business Management	✓		✓	✓	✓	
C3 Snow College Initiative	✓	✓		✓		
C4 Diné College Initiative	✓	✓		✓		
C5 Rocky Mountain CIBE Initiatives				✓	✓	
C6 International Business Summit and Case Competition	✓			✓		
C7 Historical Black Colleges and Universities (HBCU) Project				✓	✓	✓
C8 Faculty Development in International Business (FDIB) MENA				✓		
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa				✓		

OBJECTIVES AND ACTIVITIES	Inter-disciplinary Programs for Business Students	Inter-disciplinary Programs for For. Lang. & Area Studies Faculty & Students	Programs for the Business Community & Other Professionals	Collaborative Programs with Education, Government & Business	Research to Strengthen Business & Education	Research to Promote International Competitiveness of U.S. Business
C10 Faculty Development in International Business (FDIB) China				✓		
C11 Faculty Development in International Business (FDIB) Brussels				✓		
D. COLLABORATE WITH THE BUSINESS COMMUNITY						
D1 International Investing Internship in Asia				✓	✓	
D2 Governor's Office of Economic Development (GOED) Internships	✓		✓	✓		
D3 World Trade Center of Utah (WTC) Internship	✓		✓	✓		
D4 Global Internship Program	✓		✓	✓		
D5 Social Innovation Internships	✓			✓	✓	
D6 Small Business Development Center Export Tools Workshops			✓	✓	✓	✓
D7 NASBITE Seminars with GOED			✓	✓		
D8 World Trade Association of Utah Initiatives			✓	✓		
D9 District Export Council (DEC) Support			✓	✓		
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA						
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets		✓	✓	✓	✓	✓
E2 Research Symposium on Conflict Minerals	✓	✓	✓	✓	✓	✓
E3 Speed Networking Event on Global Issues	✓	✓	✓	✓	✓	✓
E4 Research on Innovation in International Business	✓				✓	✓
E5 Research on Global Talent					✓	✓
E6 Research on Impact of Culture on Global Strategic Decisions					✓	✓
E7 Research on Global Ethics					✓	✓

OBJECTIVES AND ACTIVITIESInter-
disciplinary
Programs for
Business
StudentsInter-
disciplinary
Programs for
For. Lang. &
Area Studies
Faculty &
StudentsPrograms for
the Business
Community &
Other
ProfessionalsCollaborative
Programs
with
Education,
Government
& BusinessResearch to
Strengthen
Business &
EducationResearch to
Promote
International
Competitive-
ness of U.S.
Business

E8 Preparation of Doctoral Students for International Research		✓			✓	✓
E9 Course Development Grant on Foreign Direct Investment in Africa		✓			✓	✓
E10 Other Research Grants in International Business				✓	✓	✓

RELATIONSHIP OF EACH OBJECTIVE TO OTHER PERMISSIBLE ACTIVITIES

OBJECTIVES AND ACTIVITIES	Overseas Internships Programs for Students and Faculty	Establishment of Linkages with Universities Overseas	Summer Institutes in International Business, Foreign Language Studies, etc.	Study Abroad for Students	Outreach Activities with Universities Overseas for Expertise	Technology -related Activities
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET						
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	✓			✓		
A2 Emerging Market Global Supply Chain Study Abroad	✓			✓		✓
A3 Global Finance Asset Management LDB Pathway	✓			✓		✓
A4 Global Mindset Video Project for Business Majors						✓
A5 Global Mindset Video Project for Non-Business Majors						
A6 Global Business and Literacy Minor						
A7 Building Global Talent for MBA Students: Preparing for International Assignments						
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase						
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession						
A10 Global Field Studies Projects for MBA Students	✓			✓		
A11 Accounting Field Studies Project in Ghana	✓			✓		
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	✓	✓		✓	✓	
A13 Short Cases on Doing Business in Ghana					✓	
A14 Business Study Abroad Program in Oxford, England		✓		✓	✓	
A15 Accounting Study Abroad Program in China and Hong Kong		✓		✓	✓	

OBJECTIVES AND ACTIVITIES	Overseas Internships Programs for Students and Faculty	Establishment of Linkages with Universities Overseas	Summer Institutes in International Business, Foreign Language Studies, etc.	Study Abroad for Students	Outreach Activities with Universities Overseas for Expertise	Technology -related Activities
A16 International Ethics Modules in the Required Ethics Courses						
A17 Course on Business in Europe					✓	
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY						
B1 Language Certificate for Non-Humanities Majors						
B2 Business Language Online Courses						✓
B3 Global Mindset Videos in Foreign Business Languages						
B4 Business Language Case Competition in Arabic						
B5 High School Business Language Competition in Chinese and French						
B6 Short Business Cases in French, German, Portuguese, and Spanish						
B7 CIBE Business Language Conference						
B8 Faculty Development in Business Languages						
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs						
C1 Salt Lake Community College Initiatives						
C2 Executive Certificate of Global Business Management						
C3 Snow College Initiative						
C4 Diné College Initiative						
C5 Rocky Mountain CIBE Initiatives						
C6 International Business Summit and Case Competition			✓			✓
C7 Historical Black Colleges and Universities (HBCU) Project			✓			
C8 Faculty Development in International Business (FDIB) MENA	✓	✓				
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	✓	✓				

OBJECTIVES AND ACTIVITIES	Overseas Internships Programs for Students and Faculty	Establishment of Linkages with Universities Overseas	Summer Institutes in International Business, Foreign Language Studies, etc.	Study Abroad for Students	Outreach Activities with Universities Overseas for Expertise	Technology-related Activities
C10 Faculty Development in International Business (FDIB) China	✓	✓			✓	
C11 Faculty Development in International Business (FDIB) Brussels	✓	✓			✓	
D. COLLABORATE WITH THE BUSINESS COMMUNITY						
D1 International Investing Internship in Asia	✓			✓		
D2 Governor's Office of Economic Development (GOED) Internships						
D3 World Trade Center of Utah (WTC) Internship						
D4 Global Internship Program						
D5 Social Innovation Internships	✓			✓		✓
D6 Small Business Development Center Export Tools Workshops						
D7 NASBITE Seminars with GOED						
D8 World Trade Association of Utah Initiatives						✓
D9 District Export Council (DEC) Support						✓
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA						
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets						✓
E2 Research Symposium on Conflict Minerals						✓
E3 Speed Networking Event on Global Issues						✓
E4 Research on Innovation in International Business					✓	✓
E5 Research on Global Talent					✓	
E6 Research on Impact of Culture on Global Strategic Decisions					✓	
E7 Research on Global Ethics					✓	

OBJECTIVES AND ACTIVITIESOverseas
Internships
Programs for
Students and
FacultyEstablishment
of Linkages
with
Universities
OverseasSummer
Institutes in
International
Business,
Foreign
Language
Studies, etc.Study
Abroad for
StudentsOutreach
Activities
with
Universities
Overseas for
ExpertiseTechnology
-related
Activities

E8 Preparation of Doctoral Students for International Research						✓
E9 Course Development Grant on Foreign Direct Investment in Africa						
E10 Other Research Grants in International Business						✓

BYU INTERNATIONAL EXPERIENCES

BYU seeks to promote and facilitate the best academic experiences in an intercultural setting. Students, faculty, on-site contacts, and the local community work together in an environment of maximum mutual benefit. BYU focuses on (1) quality experiences, (2) cultural immersion and exchange, (3) life-long service and learning, and (4) character development and personal growth. An average of 1,500 students per year participate in the study abroad, exchange programs, and internships listed below.

Asia
Asia MBA
Australia and New Zealand Wildlife
Cambodia Global Health Internships
China Student Exchange
China Global Leadership
China Life Sciences
China Manufacturing Internship
China Mega Construction
China Mega Infrastructure
China, Nanjing Study Abroad
Chinese Flagship Program
Hong Kong Student Exchange
India Global Health Internship
India Int. Development Internship
India Study Abroad
International Investing Internship
Japan Study Abroad Spring
Japan Study Abroad Fall
Japan Internships
Japan Learning and Teaching
Korea and China Study Abroad
Korea Internships
Korea, Seoul-Student Exchange
Singapore Product Design and Dev.
Vietnam Music Performance

Africa
Ghana MPA
Malawi Int. Development Internship
Namibia Study Abroad

Middle East
Archaeology Field School in Petra
Jordan Intensive Arabic Language
Jordan, Int. Development Internship

Europe	
Art History/Classics in Europe	London: British Lit. & Geog.
Berlin Studio Visual Arts S.A.	London: History, Culture, Politics
Brussels Internship	London Study Abroad Winter
Cambridge Programme	London Theatre Study Abroad
Denmark Study Abroad	Moscow Internships
English Language in Britain	Oxford Seminar Direct Enrollment
Europe & L.A. Business S.A.	Paris French Language
Europe Business Study Abroad	Paris Internship
European Internships	Paris Interdisciplinary Studies
Europe MBA Study Abroad	Portugal Student Exchange
Europe Recreation Management	Romania: Childhood Develop. Int.
France Study Abroad	Russia Study Abroad
France Student Exchange	Sweden Internship
Germany Public Affairs	Spain Study Abroad Fall
Germany Student Exchange	Spain Study Abroad Spring
Heidelberg S.A. & Internship	Spain Student Exchange
International Accounting S.A.	Spain Study Abroad Winter
Italy Dance Study Abroad	Scottish Parliament Internship
Italy CIMBA Business S.A.	Tubingen Germany Study Abroad
Italy GE S.A. in Siena & Rome	Vienna Study Abroad Fall
Italy S.A. Internship in Siena	Vienna Study Abroad Spring
Italy Internships-Winter, Fall	Vienna Study Abroad Summer
London Film Study Abroad	Wales Study Abroad
London: Hist., Culture, Politics	

Latin America
Bolivia Music Teaching
Brazil Student Exchange
Ecuador Biology Study Abroad
L.A. Brazil and Argentina
L.A. Challenges in Water Res.
L.A. Transportation Challenges
Mérida, Mexico Study Abroad
Mexico Transp. Challenges
Peru Global Engineering
Peru Student Exchange
Rural Mexico Lit. Internship

Pacific
Australia & New Zealand Wildlife
Australia & New Zealand Biol. Int.

Multi Region
Global Business Study Abroad
Global Product Development S.A.
Nursing Study Abroad
PEAT Internship
Veteran Rural Nursing Study Abroad
Eng. & Tech. Global Internship

LANGUAGES TAUGHT AT BYU

Many factors contribute to the diversity and depth of language expertise at BYU. More than three-fourths of BYU students speak a language other than their native tongue. Six percent of the student body is from outside the United States, representing more than 115 countries. More than 50 languages are taught regularly, with an additional 28 languages available with sufficient student interest – among the most offered anywhere in the country. BYU offers courses in all of the commonly taught languages, in 34 of the priority languages, and in 50 other less commonly taught languages. The number of enrollments in language courses at BYU exceeds 50 percent of the student body, compared to the national average of 8 percent. The prior experience of most of the students allows for a higher standard of instruction, using the language to teach other subjects – business, literature, history, culture – as well as to enhance their opportunities outside the classroom.

BYU's languages cover the entire world. Languages that are offered both as a major and minor program are indicated with two asterisks. Languages that are only offered as minor are indicated with one asterisk. All other languages are offered on a variable basis, but do not offer a major or minor.

LANGUAGES BY REGION (AS CLASSIFIED BY THE U.S. DEPARTMENT OF EDUCATION)					
Africa	Central Asia	South Asia	West Europe		Central & South America
Afrikaans	Armenian♦	Hindi♦	Albanian♦	Italian**	Aymara
Arabic*♦	Chinese	Persian♦	Basque	Latin**	Cakchiquel
French**	(Mandarin) *♦	Urdu♦	Bulgarian♦	Latvian	Guarani
Ga	Kazakh♦		Catalan	Lithuanian	Haitian Creole
Malagasy	Mongolian♦		Croatian♦	Norse	Maya/Mopan
Portuguese**♦	Persian♦		Danish	Norwegian	Portuguese**♦
Swahili♦	Russian♦		Dutch	Portuguese**♦	Quechua♦
Twi	Turkish♦		Estonian	Romanian♦	Quiche
			Finnish	Serbian♦	Spanish**
Middle East	Southeast Asia, Australia & the Pacific Islands		French	Spanish**	
Arabic*♦	Bicolano	Laotian♦	German**	Swedish	
Greek	Bislama	Malay♦	Greek**	Ukrainian♦	
Hebrew♦	Burmese♦	Maori	Hungarian	Welsh	
Persian♦	Cambodian	Marshallese	Icelandic		North America & Caribbean
Turkese	Cebuano♦	Portuguese**♦	Russia & East Europe		American
Turkish♦	Chinese	Rarotongan	Armenian♦	Lithuanian	Indian
Urdu	(Mandarin) *♦	Samoan	Czech	Mongolian♦	Hawaiian
East Asia	Fijian	Tagalog♦	Estonian	Polish♦	Navajo
	Hiligaynon	Tahitian	Georgian♦	Romanian♦	Spanish**
Chinese	Hmong	Thai♦	Hungarian	Russian**♦	
(Cantonese) ♦	Ilangot	Tongan	Japanese**♦	Slovenian	
Japanese♦	Ilocano	Vietnamese♦	Kazakh♦	Ukrainian♦	
Korean♦	Indonesian♦	Waray-Waray	Latvian		
Mongolian♦	Javanese♦				
Taiwanese					

** Major and Minor programs * Minor programs only

♦ Priority languages as identified by the Secretary of the U.S. Department of Education

Note: Some languages appear in multiple regions and English is not included in the list.

LANGUAGES TAUGHT AT BYU

Top 10 Languages Offered at BYU⁺

Language	Average Yearly Enrollment	Total Courses Offered/Year	Business Language Course
Spanish	6,814	110	✓
French	2,283	40	✓
Chinese (Mandarin)♦	1,389	32	✓
German	1,319	40	✓
Portuguese♦	1,200	42	✓
Russian♦	1,160	24	✓
Japanese♦	1,099	20	✓
Italian	848	25	✓
Arabic♦	681	27	✓
Korean♦	473	20	✓

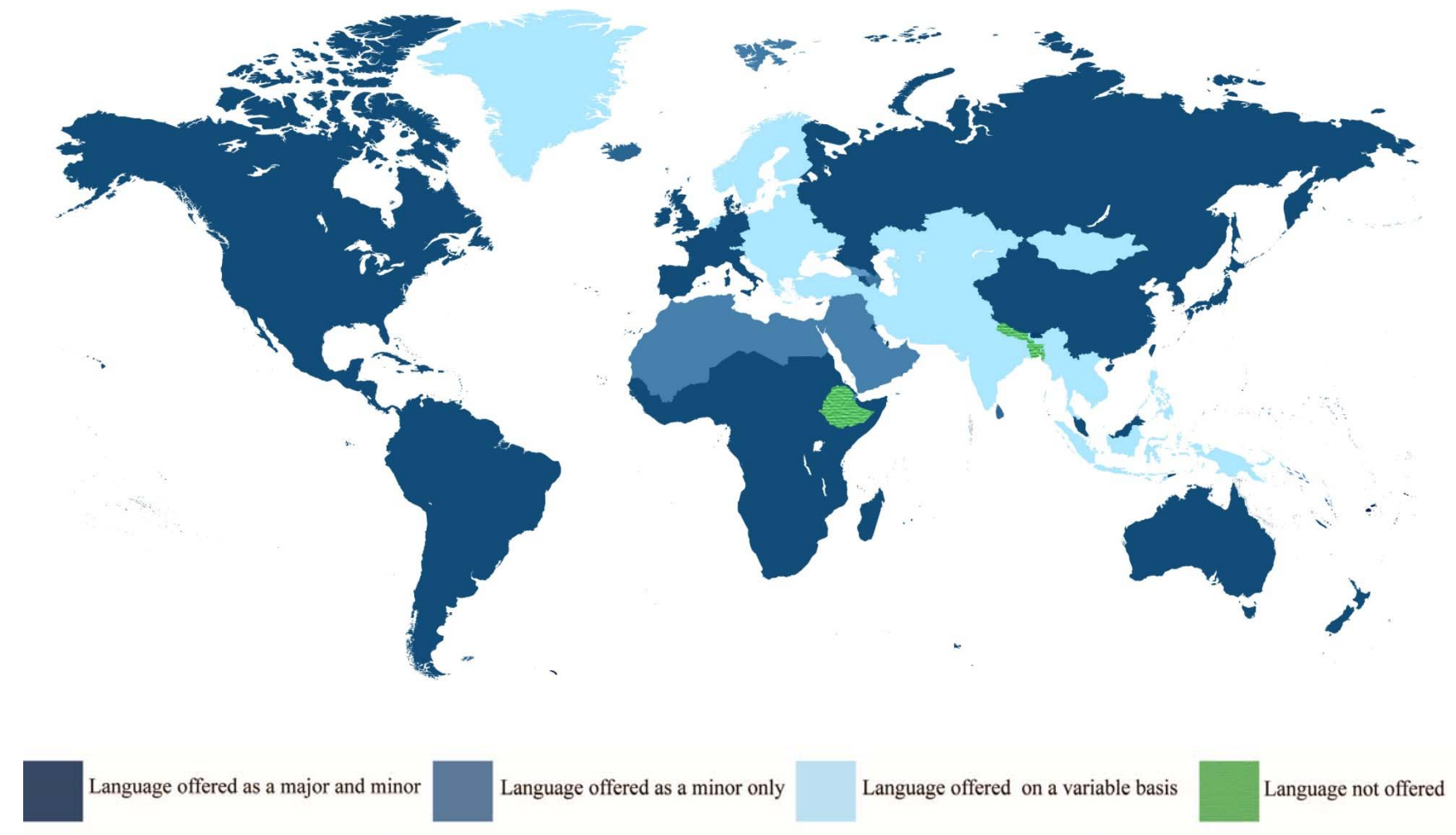
Additional Less Commonly Taught Languages Offered at BYU⁺

Language	Total Courses	Language	Total Courses	Language	Total Courses
Afrikaans	6	Hawaiian	14	Norse (Scand)	9
Albanian♦	14	Hebrew♦	23	Norwegian	8
Armenian♦	14	Hiligaynon	14	Persian♦	14
Aymara	14	Hindi♦	14	Polish♦	8
Basque	14	Hmong	14	Quechua♦	14
Bicolano	14	Hungarian	5	Rarotongan	14
Bislama	14	Icelandic	8	Romanian♦	6
Bulgarian♦	5	Ilangot	14	Samoan	14
Burmese♦	14	Ilocano	14	Serbian♦	6
Cakchiquel	14	Ilonggo/Hiligaynon	14	Slovenian	5
Cambodian	14	Indonesian♦	14	Swahili♦	14
Cantonese♦	5	Javanese♦	14	Swedish	8
Catalan	14	K'iche	14	Tagalog♦	14
Cebuano♦	14	Kazakh♦	14	Tahitian	14
Croatian♦	14	Laotian♦	14	Taiwanese	14
Czech	5	Latin	25	Thai♦	14
Danish	8	Latvian	5	Tongan	14
Dutch	6	Lithuanian	5	Turkese	14
Estonian	14	Malagasy	14	Turkish♦	14
Fijian	14	Malay♦	14	Twi	14
Finnish	8	Maori	14	Ukrainian♦	5
Ga	14	Marshallese	14	Urdu♦	14
Georgian♦	14	Maya/Mopan	14	Vietnamese♦	14
Greek	16	Mongolian♦	14	Waray-Waray	14
Guarani	14	Navajo	14	Welsh	3
Haitian Creole	14	Niuean	14		

♦Priority Languages as identified by the Secretary of the U.S. Department of Education.

⁺All languages are offered in beginning, intermediate, and advanced levels except for Cantonese, Norse, and Welsh.

LANGUAGES TAUGHT AT BYU COVER THE WORLD



BUSINESS LANGUAGE COMPETITIONS

BUSINESS LANGUAGE CASE COMPETITION

The Business Language Case Competition, pioneered by Brigham Young University (BYU) in 2007, gives business undergraduates from invited universities an exciting opportunity to showcase both their theoretical business knowledge and mastery of the Chinese, Portuguese or Spanish language. Presenting in this competition environment also sharpens participants' collaboration and presentation skills, and capacity to cope with pressure. Each University sends up to two teams of three *non-native speakers of the competition language* to participate in this event. Two weeks in advance, participating teams receive a business case in the foreign language. They are expected to deliver both a written and an oral presentation also in the foreign language, a theoretical solution to the case study. The competition, the first of its kind, culminates in an awards banquet that evening, when the winning team from each language is announced and prizes are awarded.

For the 2014-2018 grant cycle, BYU CIBE will add Arabic to the list of languages of the competition.

PARTICIPATING UNIVERSITIES (2007-2013)*	
American University	University of Miami
Arizona State University	University of Nevada Las Vegas
Brigham Young University	University of Notre Dame
Brigham Young University Idaho	University of Pennsylvania
Bryant University	University of Pittsburgh
Emory University	University of Rhode Island
Indiana University	University of Texas Austin
Michigan State University	University of Tulsa
Purdue University	University of Utah
Rutgers University	University of Washington
San Diego State University	Utah State University
University of Colorado Boulder	Utah Valley University
University of Connecticut	Vanderbilt University
University of Memphis	Weber State University

* Many of these schools have participated in multiple years.

BUSINESS LANGUAGE COMPETITIONS

HIGH SCHOOL BUSINESS LANGUAGE COMPETITION

Based on the success of the Business Language Case Competition, BYU launched the first of its kind High School Business Language Competition in 2010. Although slightly different from the college level event, the purpose of the competition is to provide students an opportunity to showcase their theoretical business knowledge, foreign language skills, and sharpen their presentation skills. The competition is open to high school juniors and seniors from all Utah School Districts who have an intermediate/high level of competency in Spanish. Each team receives a product from a sponsoring local company and develops a business plan to market the product to the Utah Hispanic community. They are expected to deliver both a written and an oral presentation of the plan in Spanish on a one-day competition event at BYU.

Each cross-cultural team must have three students, with at least one native or heritage speaker and one non-native/heritage speaker of Spanish. The purposes of the diverse composition of each team are (1) to encourage collaboration among diverse members and (2) to provide an incentive to heritage speakers to maintain their foreign language skills.

In the fourth year of the 2014-2018 grant cycle, BYU CIBE will add Chinese and French to the competition. These students will come from Utah Dual Language Immersion schools (see Supplement 10).

PARTICIPATING HIGH SCHOOLS (2010-2014)*	
American Fork High School	Orem High School
Beehive Science & Technology Academy	Skyline High School
Bingham High School	Spanish Fork High School
Box Elder High School	Timpview High School
East High School	Utah County Academy of Sciences
Hillcrest High School	Wasatch High School
Lone Peak High School	West High School
Ogden High School	

* Many of these schools have participated in multiple years.

NOTE: As an interesting fact, the heritage speaker of past year's winning team was granted a scholarship by the University of California Berkeley.

UTAH DUAL LANGUAGE IMMERSION SCHOOLS

According to the Utah State Office of Education (USOE), the Utah's Dual Language Immersion program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language. Instruction is divided between two high quality, creative classrooms: one in English and one in the Second Language. Below is a list of schools in Utah that offer Dual Language Immersion programs in Chinese, French, German, Portuguese, and Spanish.

SCHOOL	DISTRICT
Chinese	
Cascade Elementary	Alpine
Alpine Elementary	Alpine
Riverview Elementary	Alpine
Foothill Elementary	Box Elder
North Park E.	Cache
Draper Elementary	Canyons
Lone Peak Elementary	Canyons
Ridgecrest Elementary	Canyons
Renaissance Academy	Charter
JP Stewart Elementary	Davis
Syracuse Elementary	Davis
Heritage Elementary	Davis
Muir Elementary	Davis
Calvin Elementary	Granite
Spring Lane E.	Granite
Eastlake Elementary	Jordan
Foothills Elementary	Jordan
Monte Vista E.	Jordan
Southland Elementary	Jordan
Sage Creek E.	Nebo
Wasatch Elementary	Provo
North lake Elementary	Tooele
Arrowhead E.	Washington
Bloomington E.	Washington
Horizon Elementary	Washington
Santa Clara E.	Washington
Three Falls E.	Washington
Bates Elementary	Weber
Uintah Elementary	Weber

Portuguese	
Rocky Mountain E.	Alpine
Sunrise Elementary	Cache
Bluffdale Elementary	Jordan
Hillcrest Elementary	Logan
Lakeview Elementary	Provo
Harris Elementary	Tooele

SCHOOL	DISTRICT
Spanish	
Cherry Hill Elementary	Alpine
Harvest Elementary	Alpine
Orchard Elementary	Alpine
Garland Elementary	Box
Lake View Elementary	Box
Heritage Elementary	Cache
Alta View Elementary	Canyons
Midvale Elementary	Canyons
Silver Mesa Elementary	Canyons
Mount Jordan Middle	Canyons
American Leadership	Charter
North Davis Prep.	Charter
Eagle Bay Elementary	Davis
Sand Springs E.	Davis
Buffalo Point E.	Davis
Farmington Jr. High	Davis
Legacy Jr. High	Davis
Vista Elementary	Granite
William Penn E.	Granite
Mill Creek Elementary	Granite
Valley Crest	Granite
Monroe Elementary	Granite
West Kearns E.	Granite
Eisenhower Jr. High	Granite
Evergreen Jr. High	Granite
East Elementary	Iron
Heartland Elementary	Jordan
Majestic Elementary	Jordan
Riverside Elementary	Jordan
Herriman Elementary	Jordan
Welby Elementary	Jordan
Bridger Elementary	Logan
Horizon Elementary	Murray
Westside Elementary	Nebo
Bonneville Elementary	Ogden
T. O. Smith Elementary	Ogden
Parley's Park E.	Park City

SCHOOL	DISTRICT
Spanish (Cont.)	
McPolin Elementary	Park City
Canyon Crest E.	Provo
Timpanogos E.	Provo
Emerson Elementary	Salt Lake
Jackson Elementary	Salt Lake
Mountain View E.	Salt Lake
South Summit E.	South Su.
Middle Canyon E.	Tooele
Discovery Elementary	Uintah
Heber Valley E.	Wasatch
J. R. Smith Elementary	Wasatch
Midway Elementary	Wasatch
Dixie Sun Elementary	Washington
East Elementary	Washington
Hurricane Elementary	Washington
Lava Ridge Intermediate	Washington
Freedom Elementary	Weber
Majestic Elementary	Weber

French	
Providence E.	Cache
Butler Elementary	Canyons
Oak Hollow E.	Canyons
Samuel Morgan E.	Davis
Foxboro Elementary	Davis
Diamond Ridge E.	Granite
Morningside E.	Granite
Fox Hollow E.	Jordan
Trailside Elementary	Park City
Jeremy Ranch E.	Park City
Edgemont Elementary	Provo
Grantsville E.	Tooele

German	
West Elementary	Tooele

ROCKY MOUNTAIN CIBE NETWORK

The Rocky Mountain region consists of an enormous land area, home to over 250 colleges and universities. Brigham Young University (BYU) and the University of Colorado Denver (UCD), the only two CIBEs in the Rocky Mountain region, have joined together to provide international business expertise to the region's mostly small and medium-sized institutions who tend to be located in remote areas with limited international business resources. A map on the following page identifies where the current 33 CIBEs are located and highlights the Rocky Mountain region served by BYU and UCD CIBEs.

This collaboration has developed into the Rocky Mountain CIBE Network (RMCIBE), a consortium comprised of 39 community colleges and universities from 10 Rocky Mountain states interested in building international business programs and research capabilities; other regional institutions will be invited to join next grant's initiatives.

RMCIBER UNIVERSITIES AND COLLEGES		
Arizona	Montana	South Dakota
Mesa Community College♦	Fort Peck Community College ⁺	Oglala Lakota College ⁺
University of Arizona	Little Big Horn College ⁺	Sinte Gleska University ⁺
	Montana State University Billings*	
Colorado	Montana State University Bozeman	Utah
Adams State University♦	Montana State University Northern♦	Brigham Young University*
Colorado Mountain College	Salish Kootenai College ⁺	Salt Lake Community College
Colorado Heights University	University of Montana	University of Utah♦
Community College of Denver♦		Utah State University♦♦
Metropolitan State College of Denver♦	Nevada	Utah Valley University♦♦
Red Rocks Community College	University of Nevada Las Vegas♦♦	Weber State University
Regis University		
United States Air Force Academy♦	New Mexico	Wyoming
University of Colorado Boulder♦	New Mexico Highlands University	Casper College
University of Colorado Colorado Spr. ♦	Institute of American Indian Arts ⁺	Northwest College♦
University of Colorado Denver*	University of New Mexico	University of Wyoming
University of Northern Colorado♦	New Mexico State University	
Idaho	North Dakota	
Brigham Young University Idaho♦♦	Jamestown College♦	
Idaho State University	North Dakota State University♦♦	

♦ Recipients of RMCIBE travel grants and/or research grants in the past decade

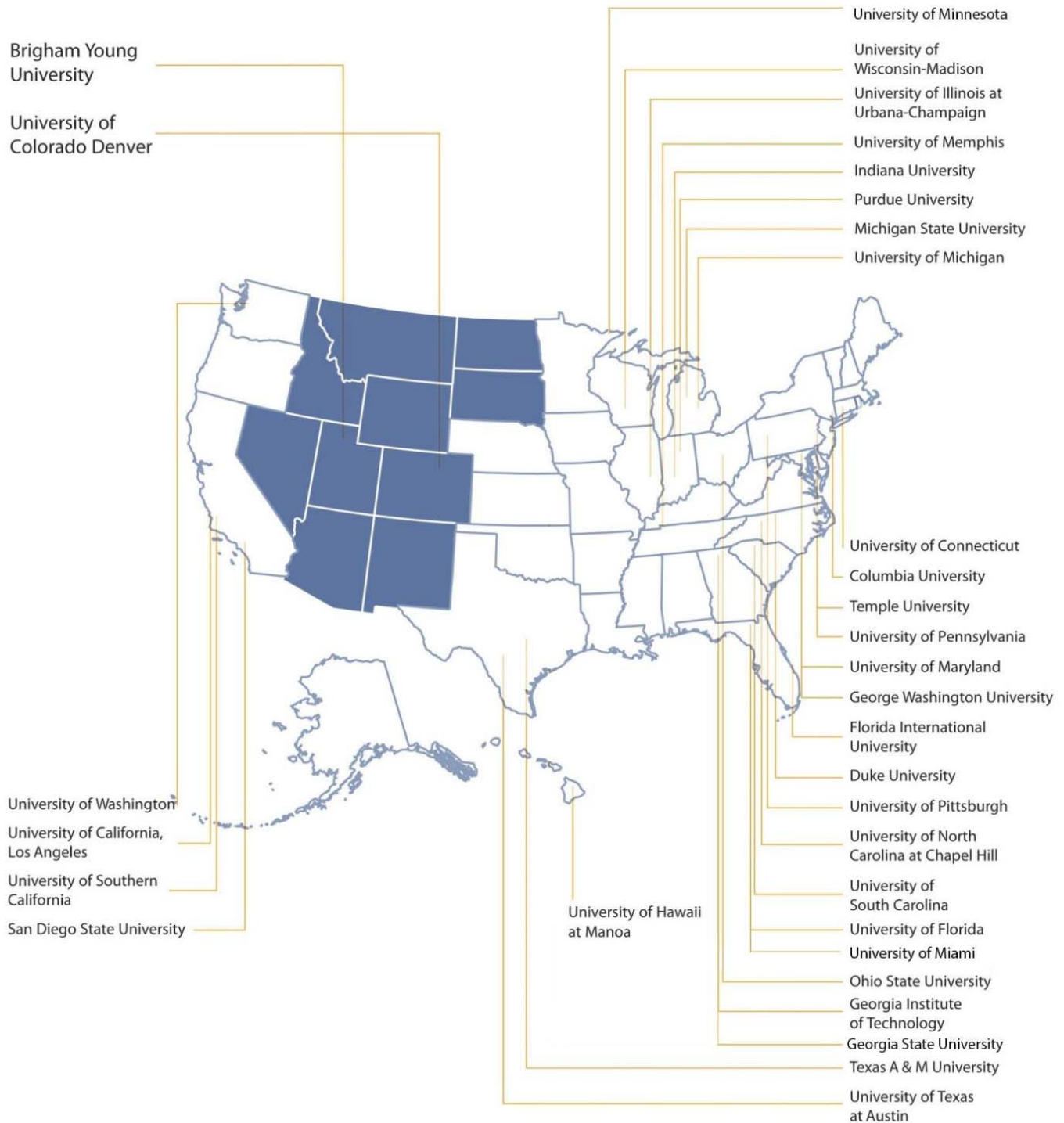
* RMCIBE Steering Committee

+ Tribal Colleges and Universities

A ten member steering committee from RMCIBE member institutions determines RMCIBE initiatives. These include annual RMCIBE conferences, competitive research and travel grants, and other activities instrumental in raising the international business competencies of member institutions. A major new platform for RMCIBER was its expansion to Tribal Colleges and Universities, which is presented in more details in Supplement 13 (Tribal Colleges and Universities).

A letter of endorsement for BYU and UCD CIBEs from Steering Committee and other RMCIBE members is included in Supplement 2 (Letters of Support).

AREA SERVED BY BYU AND UCD CIBES



WORLD TRADE ASSOCIATION OF UTAH

As a founder of the local World Trade Association of Utah (WTA), Brigham Young University CIBE has been a strong supporter for the past decade. The mission of the WTA is to assemble a group of professional people in Utah to promote, network, and expand international trade and commerce. The WTA provides a forum for exchange of ideas and information through a schedule of monthly luncheons, speakers, seminars, workshops, business visits, and special events to strengthen the knowledge and value of the global association.

SPEAKERS, SEMINARS, AND COMPANY TOURS HELD IN 2012-2014

TOPIC	GUEST SPEAKER
“Innovation and International Outreach: Successful Collaborations with Global Partners.”	Al Walker, Executive Director, Utah Energy Research Triangle
“The Transatlantic Trade and Investment Partnership: The U.S. Free Trade Agreement with Europe.”	Dr. Earl H. Fry, Prof. of Political Science, Brigham Young University
“Disruptive Technologies: The International Impact of 3-D Printing.”	Jared Eggett, Vice President, Ensign Group International, and Michael Lundwall, Vice President of Engineering, Invent-a-Part
“Critical Success Factors When Doing International Business: Translation and Interpretation in the 21 st Century.”	David Utrilla, President, U.S. Translation Company
“Why Trade Shows are Worth the Effort: A Panel Discussion Export Lessons From the Outdoor Retailers Expo.”	David Murrell, Owner, KOSMO Corp., Brad Peterson, Director, Utah Outdoor Recreation Office, and Jeff Tackett, CEO, Gator Sports
“Product Innovation and Global Branding.”	Aaron Behle, V. P. of Int. Sales, and Steve McMahon, Product Line Manager, Skullcandy
Breakfast Meeting	Ron Waliczek, Executive, JPMorgan Chase, and Jeffrey Jeppesen, Executive, Wells Fargo
“International Recruiting, International Refugee Program, and Promotion of Tourism in the International Marketplace.”	Bruno Schwartz, Senior Human Resources Manager, Canyons Resort
“What You Should Know But Don’t Know About Importing.”	Scott Ogden, Cargo Link, and Holly Garza, Deseret CHB
“International Incidents: Building Your Global Brand without Getting Your Foot Stuck in Your Mouth.”	Laura Shafer, Director of Product Marketing, StorageCraft Technology Corporation
“International Procurement and Intelligent Subcontracting: Opportunities for Utah Businesses of all Sizes.”	Ralph Cutler, Vice President, WesTech, and Elizabeth Goryuniva, World Bank Private Sector Liaison Officer
“Digital Security in the Global Marketplace”	Ben Wilson, Vice President of Industry Relations, DigiCert
“Current Economic Environment and Business and Investment Opportunities in Turkey”	Mr. Gurkan Suzer, Commercial Attache, Consulate General of Turkey, Los Angeles
“Doing Business in Africa: The Next Frontier”	Heather Byrnes, U.S. Commercial Services and Franz Kolbe, Director, GOED
SEMINARS	COMPANY TOURS
International Protocol Seminar	Merit Medical Systems
Navigating the Multi-Dimension World of International Trade	Orbit Irrigation Products, Inc.
Embracing U.S.-MENA Global Trade Alliances	Action Target
	U.S. Business Mailing Unit

TRIBAL COLLEGES AND UNIVERSITIES

A major new platform for RMCIBE was its expansion to Tribal Colleges and Universities (TCUs), 22 of which are located in the Rocky Mountain region. In 2010, RMCIBE organized a conference hosted by Montana State University where the needs of TCUs were discussed: “*Panel on Native American Business Programs and Needs*” (see panelists listed below) and “*Talking Circle*”, led by Latonna Old Elk, Little Big Horn College. In 2011, a TCU faculty was the recipient of RMCIBE travel grant.

2010 Rocky Mountain CIBE Conference Panelists:

1. Carole Falcon-Chandler, President, Fort Belknap College
2. Luanna Ross, President, Salish Kootenai College
3. Lanny Real Bird, Instructor, Little Big Horn College
4. Loretta Broberg, Chair, Business Administration, Oglala Lakota College

In addition to the RMCIBE TCUs initiatives, BYUCIBE will partner with Diné College with the objective of generating student and faculty research projects in business and engineering because of energy and social innovation.

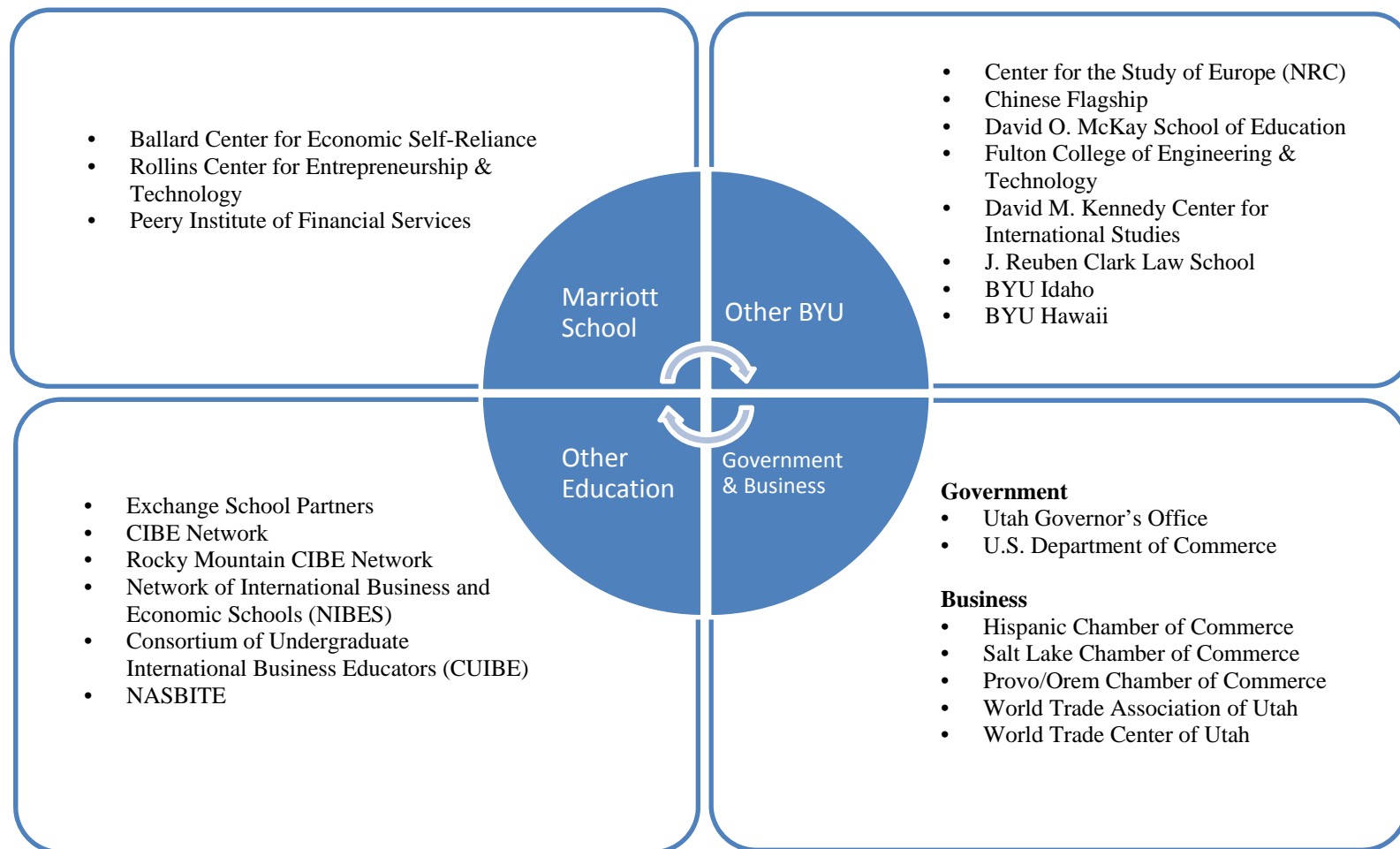
TRIBAL COLLEGES AND UNIVERSITIES IN THE RMCIBE REGION		
INSTITUTE	CITY	STATE
Aaniiih Nakoda College	Harlem	MT
Blackfeet Community College	Browning	MT
Cankdeska Cikana Community College	Fort Totten	ND
Chief Dull Knife College	Lame Deer	MT
Diné College	Tsaile	AZ
Fort Belknap College	Harlem	MT
Fort Brethold Community College	New Town	ND
Fort Peck Community College*	Poplar	MT
Institute of American Indian Arts*	Santa Fe	NM
Little Big Horn College*	Crow Agency	MT
Navajo Technical College	Crownpoint	NM
Oglala Lakota College*	Kyle	SD
Salish Kootenai College*	Pablo	MT
Sinte Gleska University*	Mission	SD
Sisseton Wahpeton College	Sisseton	SD
Sitting Bull College	Fort Yates	ND
Southwestern Indian Polytechnic Institute	Albuquerque	NM
Stone Child College	Box Elder	MT
Tohono O'odham Community College	Sells	AZ
Turtle Mountain Community College	Belcourt	ND
United Tribes Technical College	Bismarck	ND
Wind River Tribal College	Fort Washakie	WY

* Members of the RMCIBE Network

COMPANIES THAT RECRUIT AT BYU MARRIOTT SCHOOL

FINANCE	MARKETING	OB/HR	SUPPLY CHAIN
3M	3M	ABOTT	ACCENTURE
ACCENTURE	ABOTT	AMAZON	ADOBE
ADOBE	ADOBE	AT & T	AGCO
AMAZON	AGCO	BANK OF AMERICA	AMAZON
AMERICAN EXPRESS	AMAZON	CHEVRON	APPLE
AT & T	APPLE	CISCO	BANK OF AMERICA
AtTASK	BOSE	CITIGROUP	CAMPING WORLD
BD	CAMPBELL SOUP	DECISIONWOSE	CATERPILLAR
BEHAVIOR GAP	CLEARLINK	DELL	CELENESE
CELENESE	CONAGRA	DIGITAL GLOBE	CHEVRON
CHRYSLER	COTOPAXI	EQUINIX	CHRYSLER
CITIGROUP	CUMMINS	GE	CRANE AEROSPACE
CUMMINS	DELL	GEN MILLS	CUMMINS
DARDEN RESTAURANTS	DELOITTE	HERSHEY	DELL
DELL	DOMO	HONEYWELL	DISNEY
DELOITTE CONSULTING	DOW CHEMICALS	HP	DOW CHEMICAL
EBAY	EBAY	INTEL	EATON
ENSIGN GROUP	EXXON MOBIL	J&J	EBAY
EQUINIX	FISHER-PRICE	KELLOGG	EGG MANAGEMENT
EXXON MOBIL	GE	KIMBERLY CLARK	EQUINIX
FORD	GEN MILLS	KLA TENCOR	FORD
FREEPORT MCMORAN	HERSHEY	LINKEDIN	GE
GALLUP	HORMEL	MICROSOFT	GEN MOTORS
GM	IBM	P&G	GLAXO SMITHLINE
GOLDMAN SACHS	INTEL	PWC	HP
HP	INTERWORKS	RAYTHEON	IBM
IBM	J&J		INTEL
INTEL	KIMBERLY CLARK		J&J
J&J	L'OREAL		KIMBERLY CLARK
JOHN DEER	LIBERTY MUTAL		MEAD JOHNSON
KIMBERLY CLARK	LINKEDIN		MERCEDES BENZ
KLA TENCOR	MICROSOFT		MICROSOFT
MARS	NESTLE		P&G
MELALEUCA	PRUIZ FOODS		PWC
MERITOR	PWC		SAVAGE SERVICES
MICROSOFT	SYMANTEC		WALMART
NATIONAL INSTRUMENTS	T-MOBILE		
NIKE	UP		
NISSAN	VMWARE		
P&G	WALMART		
PEAK CAPITOL	YAHOO		
SYMANTEC			
TARGET			
USAA REAL ESTATE			
VALERUS			
WELLS FARGO			
XEROX			
ZION			

BYU CIBE COLLABORATIVE ARRANGEMENTS



NATIONAL SIGNIFICANCE AND QUALITY OF PROJECT DESIGN

OBJECTIVES AND ACTIVITIES

SIGNIFICANCE

QUALITY OF PROJECT DESIGN

A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET		
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	National	MBA students will prepare to work with multinational corporations with a strong functional background and expertise in global issues.
A2 Emerging Market Global Supply Chain Study Abroad	National	Students will understand how to track their global supply chains and be much more attractive as employees for large companies working globally.
A3 Global Finance Asset Management LDB Pathway	National	Graduates will be more likely to work for large, national and international asset management companies because of their knowledge of global financial markets.
A4 Global Mindset Video Project for Business Majors	National	The videos will be available to faculty anywhere for free as part of a broad outreach associated with our curriculum development initiatives.
A5 Global Mindset Video Project for Non-Business Majors	National	We will make the videos available to faculty at other universities and will distribute them through our national CIBE network.
A6 Global Business and Literacy Minor	National	Since 67% of our graduates are from outside of Utah, students will work nationally with strong international business skills.
A7 Building Global Talent for MBA Students: Preparing for International Assignments	National	Since we are preparing MBA students to prepare for international assignments, they will more likely take jobs with big MNCs outside of Utah so they can work abroad.
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase	National	Once students understand the value of their international assignments for their careers, they will be able to take this expertise to jobs anywhere, not just locally.
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	National	We will present the results of this project at the national Beta Alpha Psi meetings and expose them to students from around the country.
A10 Global Field Studies Projects for MBA Students	National	Projects will benefit large companies with international operations, so their HQs are typically outside of Utah

OBJECTIVES AND ACTIVITIES

SIGNIFICANCE

QUALITY OF PROJECT DESIGN

A11 Accounting Field Studies Project in Ghana	National	Students work for large public accounting firms in offices outside of Utah, and this will help them get better jobs.
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	National	Initial benefit will be for BYU students but will help them expand their view of the world and make them more attractive to recruiters from large international companies.
A13 Short Cases on Doing Business in Ghana	National	Cases will be made available to faculty from any university with Africa Studies majors or minors.
A14 Business Study Abroad Program in Oxford, England	National	The topics studies in the program at Oxford are of national significance and importance.
A15 Accounting Study Abroad Program in China and Hong Kong	National	Will help students get job in offices of Big 4 accounting firms with clients in Asia. Will share results of program with other universities in conferences on curriculum innovations.
A16 International Ethics Modules in the Required Ethics Courses	National	Will benefit students at BYU, but curriculum innovations will be distributed to other faculty at national ethics conferences.
A17 Course on Business in Europe	National	Course syllabi and materials will be shared with faculty in the NRC and CIBE networks and on our curriculum website.

B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY

B1 Language Certificate for Non-Humanities Majors	National	Curriculum ideas will be shared with national faculty through the Business Language conference.
B2 Business Language Online Courses	National	Will benefit students, the business community, and alumni anywhere in the U.S.
B3 Global Mindset Videos in Foreign Business Languages	National	Innovative videos will be shared with business language faculty through national business language conferences.
B4 Business Language Case Competition in Arabic	National	Competition will benefit students from around the U.S.
B5 High School Business Language Competition in Chinese and French	Regional	Relevant for HS students in Utah and possibly surrounding states. Not intended to be a national competition.
B6 Short Business Cases in French, German, Portuguese, and Spanish	National	Cases will be made available for free to faculty from any university.
B7 CIBE Business Language Conference	National	Benefits faculty from any university in the U.S.
B8 Faculty Development in Business Languages	Regional	Designed to support language faculty from BYU and the RMCIBE network to develop their understanding of international business.

OBJECTIVES AND ACTIVITIES

SIGNIFICANCE

QUALITY OF PROJECT DESIGN

C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs		
C1 Salt Lake Community College Initiatives	Regional	Designed for community college in Utah.
C2 Executive Certificate of Global Business Management	Regional	Designed for business people from the state of Utah.
C3 Snow College Initiative	Regional	Designed for a community college in Utah.
C4 Diné College Initiative	Regional	Designed for a Tribal College with campuses in Arizona and New Mexico.
C5 Rocky Mountain CIBE Initiatives	Regional	Designed for colleges and universities in the 10-state Rocky Mountain region.
C6 International Business Summit and Case Competition	National	Initially for students in Utah, but will expand to make available for students on the West coast and eventually nationally.
C7 Historical Black Colleges and Universities (HBCU) Project	National	Designed for faculty from HBCUs, which have a national footprint.
C8 Faculty Development in International Business (FDIB) MENA	National	Available to faculty from any university in the U.S.
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	National	Available to faculty from any university in the U.S.
C10 Faculty Development in International Business (FDIB) China	National	Available to faculty from any university in the U.S.
C11 Faculty Development in International Business (FDIB) Brussels	National	Available to faculty from any university in the U.S.
D. COLLABORATE WITH THE BUSINESS COMMUNITY		
D1 International Investing Internship in Asia	National	For students who will work for investment companies located nationally.
D2 Governor's Office of Economic Development (GOED) Internships	Local	Internships to benefit BYU students and projects to help the Utah business community.
D3 World Trade Center of Utah (WTC) Internship	Local	Internships to benefit BYU students and projects to help the Utah business community.
D4 Global Internship Program	National	Internships to benefit BYU students and help them get jobs anywhere in the U.S.
D5 Social Innovation Internships	National	Internships with NGOs which have a national footprint.

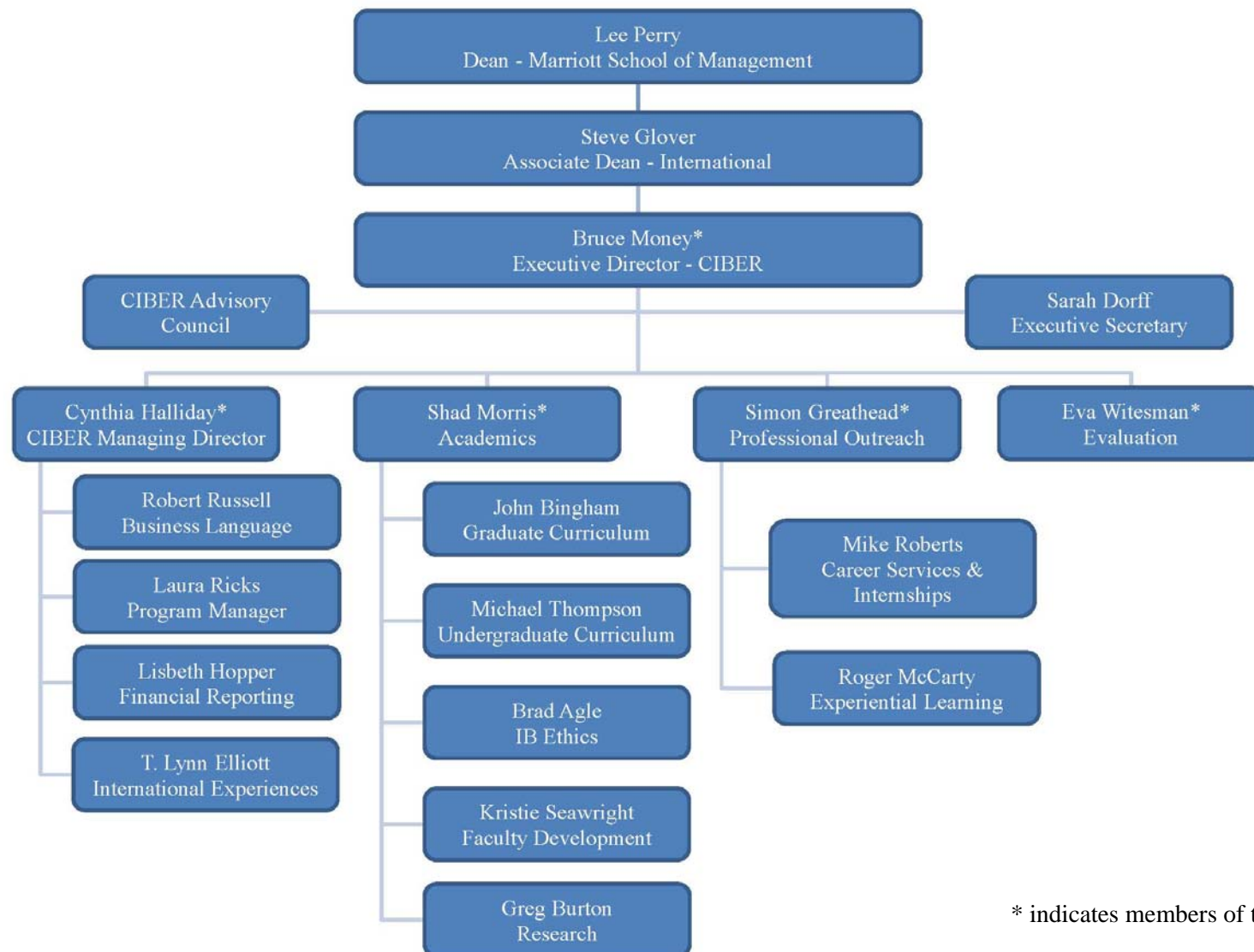
OBJECTIVES AND ACTIVITIES

SIGNIFICANCE

QUALITY OF PROJECT DESIGN

D6 Small Business Development Center Export Tools Workshops	Local	Export workshops for the local business community.
D7 NASBITE Seminars with GOED	National	Support for a national organization that helps develop greater capability among professionals to engage in international business.
D8 World Trade Association of Utah Initiatives	Regional	Support programs and site visits in Utah for companies in the state.
D9 District Export Council (DEC) Support	National	Supports a national organization interested in expanding U.S. exports and creating jobs.
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA		
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	National	Will involve speakers from around the U.S. and result in research output available on a national level.
E2 Research Symposium on Conflict Minerals	National	Will involve speakers from around the U.S. and result in research output available on a national level. Will also result in seminars for the regional business community.
E3 Speed Networking Event on Global Issues	Local	Bring together faculty from BYU interested in International Business research.
E4 Research on Innovation in International Business	National	Results in a research stream that will be presented at national conference and published in good journals.
AE5 Research on Global Talent	National	Results in a research stream that will be presented at national conference and published in good journals.
E6 Research on Impact of Culture on Global Strategic Decisions	National	Results in a research stream that will be presented at national conference and published in good journals.
E7 Research on Global Ethics	National	Results in a research stream that will be presented at national conference and published in good journals.
E8 Preparation of Doctoral Students for International Research	National	Prepare students to enter doctoral programs from around the U.S. with strong understanding of research in international business.
E9 Course Development Grant on Foreign Direct Investment in Africa	Local	Course developed for the African Studies minor at BYU.
E10 Other Research Grants in International Business	National	Fund research that will be published in top quality journal with national and international reach.

BYU CIBE EXECUTIVE COMMITTEE AND POLICY BOARD



* indicates members of the Executive Committee

MANAGEMENT PLAN

OBJECTIVES AND ACTIVITIES

PROJECT MANAGER

A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET	
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	Tom Foster
A2 Emerging Market Global Supply Chain Study Abroad	Simon Greathead
A3 Global Finance Asset Management LDB Pathway	Bryan Sudweeks
A4 Global Mindset Video Project for Business Majors	Shad Morris
A5 Global Mindset Video Project for Non-Business Majors	Shad Morris
A6 Global Business and Literacy Minor	Michael Thompson
A7 Building Global Talent for MBA Students: Preparing for International Assignments	Bruce Money
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase	Lee Daniels
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	Brian Spilker
A10 Global Field Studies Projects for MBA Students	Roger McCarty
A11 Accounting Field Studies Project in Ghana	Monte Swain
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	Laura Ricks
A13 Short Cases on Doing Business in Ghana	Monte Swain
A14 Business Study Abroad Program in Oxford, England	Paul Kerry
A15 Accounting Study Abroad Program in China and Hong Kong	Greg Burton
A16 International Ethics Modules in the Required Ethics Courses	Brad Agle
A17 Course on Business in Europe	Simon Greathead
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY	
B1 Language Certificate for Non-Humanities Majors	Gregory Clark
B2 Business Language Online Courses	Laurie McPhillen
B3 Global Mindset Videos in Foreign Business Languages	Yvon LeBras
B4 Business Language Case Competition in Arabic	Laura Ricks
B5 High School Business Language Competition in Chinese and French	Laura Ricks
B6 Short Business Cases in French, German, Portuguese, and Spanish	Cynthia Halliday
B7 CIBE Business Language Conference	Lisbeth Hopper
B8 Faculty Development in Business Languages	Lisbeth Hopper

OBJECTIVES AND ACTIVITIES

PROJECT MANAGER

C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs	
C1 Salt Lake Community College Initiatives	Bruce Money
C2 Executive Certificate of Global Business Management	Simon Greathead
C3 Snow College Initiative	Bruce Money
C4 Diné College Initiative	Bruce Money
C5 Rocky Mountain CIBE Initiatives	Cynthia Halliday
C6 International Business Summit and Case Competition	Simon Greathead
C7 Historical Black Colleges and Universities (HBCU) Project	Greg Burton
C8 Faculty Development in International Business (FDIB) MENA	Bruce Money
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	Sarah Dorff
C10 Faculty Development in International Business (FDIB) China	Sarah Dorff
C11 Faculty Development in International Business (FDIB) Brussels	Sarah Dorff
D. COLLABORATE WITH THE BUSINESS COMMUNITY	
D1 International Investing Internship in Asia	Bryan Sudweeks
D2 Governor's Office of Economic Development (GOED) Internships	Cynthia Halliday
D3 World Trade Center of Utah (WTC) Internship	Cynthia Halliday
D4 Global Internship Program	Mike Roberts
D5 Social Innovation Internships	Todd Manwaring
D6 Small Business Development Center Export Tools Workshops	Simon Greathead
D7 NASBITE Seminars with GOED	Cynthia Halliday
D8 World Trade Association of Utah Initiatives	Sarah Dorff
D9 District Export Council (DEC) Support	Cynthia Halliday
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA	
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	Shad Morris
E2 Research Symposium on Conflict Minerals	Steve Albrecht
E3 Speed Networking Event on Global Issues	Bruce Money
E4 Research on Innovation in International Business	Shad Morris
E5 Research on Global Talent	Shad Morris
E6 Research on Impact of Culture on Global Strategic Decisions	Jeff Dyer
E7 Research on Global Ethics	Brad Agle
E8 Preparation of Doctoral Students for International Research	Keith Vorkink
E9 Course Development Grant on Foreign Direct Investment in Africa	Aaron Miller
E10 Other Research Grants in International Business	Bruce Money

ACTIVITIES AND MILESTONES TIMELINE 2014-2018

OBJECTIVES AND ACTIVITIES	YEAR 1 2014-2015			YEAR 2 2015-2016			YEAR 3 2016-2017			YEAR 4 2017-2018		
	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET												
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	P	P	P	I	I	E	S	S	E	S	S	E
A2 Emerging Market Global Supply Chain Study Abroad	-		P	P	P	I	E	S	I	E	S	I
A3 Global Finance Asset Management LDB Pathway	-	-	-	P	P	P	I	I	E	S	S	E
A4 Global Mindset Video Project for Business Majors	P	I	E	S	S	E	S	S	P	S	S	E
A5 Global Mindset Video Project for Non-Business Majors	-	-	P	I	I	E	S	S	E	S	S	E
A6 Global Business and Literacy Minor	I	I	E	S	S	E	S	S	E	S	S	E
A7 Building Global Talent for MBA Students: Preparing for International Assignments	P	I	E	S	S	E	S	S	E	S	S	E
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase	P	I	E	S	S	E	S	S	E	S	S	E

OBJECTIVES AND ACTIVITIES	YEAR 1 2014-2015			YEAR 2 2015-2016			YEAR 3 2016-2017			YEAR 4 2017-2018		
	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	P	I	E	-	-	S	S	I	E	-	-	-
A10 Global Field Studies Projects for MBA Students	I	I	E	S	S	E	S	S	E	S	S	E
A11 Accounting Field Studies Project in Ghana	P	P	I	E	S	I	E	S	I	E	S	i
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	P	I	E	P	I	E	P	I	E	P	I	E
A13 Short Cases on Doing Business in Ghana	-	-	P	P	I	E	I	I	E	-	-	-
A14 Business Study Abroad Program in Oxford, England	P	P	I	E	S	I	E	S	I	E	S	I
A15 Accounting Study Abroad Program in China and Hong Kong	-	-	-	P	P	I	E	S	I	E	S	I
A16 International Ethics Modules in the Required Ethics Courses	P	P	P	I	I	E	-	-	-	-	-	-
A17 Course on Business in Europe	P	P	P	I	I	E	-	-	-	-	-	-
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY												
B1 Language Certificate for Non-Humanities Majors	I	I	E	S	S	E	S	S	E	S	S	E
B2 Business Language Online Courses	P	P	P	I	I	E	P	P	P	I	I	E
B3 Global Mindset Videos in Foreign Business Languages	-	-	-	P	P	P	I	I	E	S	S	E
B4 Business Language Case Competition in Arabic	-	P	P	I	E	S	I	E	S	I	E	S

OBJECTIVES AND ACTIVITIES	YEAR 1 2014-2015			YEAR 2 2015-2016			YEAR 3 2016-2017			YEAR 4 2017-2018		
	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su
B5 High School Business Language Competition in Chinese and French	-	-	-	-	-	-	-	-	P	P	I	E
B6 Short Business Cases in French, German, Portuguese, and Spanish	P	I	E	P	I	E	P	I	E	P	I	E
B7 CIBE Business Language Conference	-	I	E	S	I	E	S	I	E	S	I	E
B8 Faculty Development in Business Languages	-	I	E	-	I	E	-	I	E	-	I	E
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs												
C1 Salt Lake Community College Initiatives	P	P	P	I	I	E	S	S	E	S	S	E
C2 Executive Certificate of Global Business Management	P	I	E	S	I	E	S	I	E	S	I	E
C3 Snow College Initiative	P	P	P	I	I	E	S	S	E	S	S	E
C4 Diné College Initiative	P	P	P	I	I	E	S	S	E	S	S	E
C5 Rocky Mountain CIBE Initiatives	P	I	I	E	S	S	E	S	S	E	S	S
C6 International Business Summit and Case Competition	P	P	I	E	P	I	E	P	I	E	P	I
C7 Historical Black Colleges and Universities (HBCU) Project	P	I	E	P	I	E	P	I	E	P	I	E
C8 Faculty Development in International Business (FDIB) MENA	-	-	P	P	I	E	P	I	E	P	I	E
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	-	P	I	E	P	I	E	P	I	E	P	I
C10 Faculty Development in International Business (FDIB) China	P	I	E	S	I	E	S	I	E	S	I	E

OBJECTIVES AND ACTIVITIES	YEAR 1 2014-2015			YEAR 2 2015-2016			YEAR 3 2016-2017			YEAR 4 2017-2018		
	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su
C11 Faculty Development in International Business (FDIB) Brussels	S	I	E	S	I	E	S	I	E	S	I	E
D. COLLABORATE WITH THE BUSINESS COMMUNITY												
D1 International Investing Internship in Asia	P	P	I	E	S	I	E	S	I	E	S	I
D2 Governor's Office of Economic Development (GOED) Internships	P	P	I	E	S	I	E	S	I	E	S	I
D3 World Trade Center of Utah (WTC) Internship	P	P	I	E	S	I	E	S	I	E	S	I
D4 Global Internship Program	P	P	I	E	S	I	E	S	I	E	S	I
D5 Social Innovation Internships	P	P	I	E	S	I	E	S	I	E	S	I
D6 Small Business Development Center Export Tools Workshops	P	P	I	E	S	I	E	S	I	E	S	I
D7 NASBITE Seminars with GOED	P	I	E	P	I	E	P	I	E	P	I	E
D8 World Trade Association of Utah Initiatives	P	I	E	P	I	E	P	I	E	P	I	E
D9 District Export Council (DEC) Support	I	E	P	I	E	P	I	E	P	I	E	P
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA												
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	P	I	E	-	-	-	-	-	-	-	-	-
E2 Research Symposium on Conflict Minerals	-	-	-	-	-	P	P	I	E	-	-	-

OBJECTIVES AND ACTIVITIES	YEAR 1 2014-2015			YEAR 2 2015-2016			YEAR 3 2016-2017			YEAR 4 2017-2018		
	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su	Fall	Winter	Sp/ Su
E3 Speed Networking Event on Global Issues	P	I	E	P	I	E	-	-	-	-	-	-
E4 Research on Innovation in International Business	-	-	-	P	P	P	P	I	-	-	-	-
E5 Research on Global Talent	-	-	-	P	P	P	P	I	-	-	-	-
E6 Research on Impact of Culture on Global Strategic Decisions	P	P	P	P	I	-	-	-	-	-	-	-
E7 Research on Global Ethics	-	-	-	-	-	-	P	P	P	P	I	-
E8 Preparation of Doctoral Students for International Research	P	I	E	S	I	E	S	I	E	S	I	E
E9 Course Development Grant on Foreign Direct Investment in Africa	P	P	P	P	P	P	I	I	E	S	I	E
E10 Other Research Grants in International Business	P	I	E	P	I	E	P	I	E	P	I	E

BIOGRAPHIES AND RESUMES OF KEY PERSONNEL

R. Bruce Money

R. Bruce Money is the Fred Meyer Professor of Marketing and International Business. Dr. Money is currently the Chair of the Business Management Department, and will assume the position of Director of the Global Management Center July 1, 2014. He received a PhD in International Marketing from the University of California Irvine in 1995, a MBA from Harvard Business School in 1988 and a BA in English from Brigham Young University in 1983.

Dr. Money's international research interests include business-to-business marketing, services marketing, the measurement/influence of national culture, and negotiation. He has published and is currently working on over twenty-five articles directly related to international business. His articles have been published by *Negotiation Journal*, *Journal of Business Ethics*, *Journal of Marketing*, *Journal of International Business Studies*, *Journal of the Academy of Marketing Science*, *Sloan Management Review*, *Journal of Business Research*, *Journal of World Business*, and *Harvard Business Review*. He has also been named co-author on *International Marketing*, by Cateora, Gilly, and Graham (McGraw Hill / Irwin) for the 17th edition.

Dr. Money has also led undergraduate and Executive MBA study abroad programs to Europe and Asia. He was the faculty advisor for two winning teams in the global case competition at Ohio State University. Dr. Money speaks Japanese and is former Vice President of what is now Sumitomo-Mitsui Banking Corp. He has presented executive education for companies such as Bayer, CSX, Fuji Film, Nissan, Robert Bosch Corp., and Sonoco.

In addition to English, Dr. Money is fluent in Japanese.

Bradley Roy Agle

Bradley Roy Agle is the George W. Romney Endowed Professor of Ethics and Leadership in the Romney Institute of Public Management. Dr. Agle received his PhD in Business Management from the University of Washington in 1993 and he earned his BS in Information Management from Brigham Young University in 1986.

Dr. Agle is an active researcher concentrating on CEO leadership, business ethics, stakeholder management, and religious influences on business. He has publications in *Academy of Management Review*, *Academy of Management Journal*, *Business Ethics Quarterly*, *Journal of Business Ethics*, *Business and Society*, *Human Relations*, *Sloan Management Review*, *Leadership Quarterly*, and *Organizational Dynamics*.

Dr. Agle served as Director for the David Berg Center for Ethics and Leadership in the Katz Graduate School of Business, University of Pittsburgh from its inception until 2007. Dr. Agle has professional experience consulting with various companies including Alcoa, Federated Investors, Mellon Financial, US Steel, and the United States Marines.

R. Kirk Belnap

R. Kirk Belnap is the Director of the National Middle East Language Resource Center and an Associate Professor of Arabic at Brigham Young University. Dr. Belnap received his PhD in Linguistics from the University of Pennsylvania in 1991. He received his MA in Language Acquisition/Arabic from Brigham Young University in 1986 and his BA in Arabic Language and Linguistics from Brigham Young University in 1983. He is currently the editor of *Al-'Arabiyya*, the journal of the American Association of Teachers of Arabic.

Dr. Belnap's research interests include teaching Arabic as a second language, language policy and planning, computer-assisted language learning, sociolinguistics, history of Arabic, and literacy. He recently published in *Folia Linguistica*, *Al-Arabiyya*, *International Journal of the Sociology of Language*, *Encyclopedia of Linguistics*, and has prepared two pieces to appear in the *Handbook for Arabic Language Teaching Professionals*. He has also published works entitled *Prioritizing the Languages of the Middle East and North Africa: Issues and Strategies* and *Teaching a Less Commonly Taught Language in a Social Science Classroom*.

In addition to English, Dr. Belnap is fluent in both Arabic and German.

John Bingham

John Bingham is the Director of the MBA Department and an Associate Professor of Organizational Leadership and Strategy and Donald L. Staheli Fellow at the Marriott School of Management at Brigham Young University. John conducts research on the interdependent and evolving exchanges among employees, their organizations, and related external constituencies. His work is published in several leading management journals. In 2012, John received the *Ascendant Scholar Award* from the Western Academy of Management.

John is committed to high-quality learning experiences and has received numerous awards for teaching and mentoring including the *Marriott School Outstanding Faculty Teaching Award*, the *OBSA Outstanding MBA Teacher of the Year Award*, the *OBSA Outstanding MBA Mentor Award*, and the *Merrill J. Bateman Student Choice Faculty Award*.

John consults regularly with firms including Intel, ADIA, Marriott, John Deere, HP, Kellogg's, Actelion, and Nu Skin. Previously, he co-founded two professional service ventures and worked in business development for an Internet media start-up.

F. Greg Burton

F. Greg Burton holds the Deloitte & Touche Fellowship and is an Associate Professor in the School of Accountancy at Brigham Young University. Dr. Burton received his PhD in Accounting from the University of South Carolina Columbia in 1994. He received his MAC from Utah State University in 1987 and his BA in Accounting from Utah State University in 1984.

Dr. Burton was a visiting professor at the International Graduate Business School in Zagreb, Croatia in 2005. He also worked for KPMG in Jakarta, Indonesia for two years and an additional four years stateside. Dr. Burton published an article in *Research in Accounting Regulation* dealing with South Korean auditing regulations. Dr. Burton has done over nineteen presentations directly dealing with international accounting standards. He received a grant from the IAAER/IFAC in 2008. He is currently the co-chair for the International Section of the American Accounting Association and has served on the committee since 2005.

Dr. Burton has received numerous awards for his teaching including the Outstanding Educator award from Ernst & Young in 2005.

In addition to English, Dr. Burton is fluent in German and Serbian/Croatian.

Matthew B. Christensen

Matthew B. Christensen is a full professor of Chinese in the Department of Near Eastern Languages at Brigham Young University. Dr. Christensen received a BA in Chinese from Brigham Young University where he participated in BYU's first ever China Study Abroad program at Nanjing University in 1985 and graduated in Chinese with a minor in International Relations in 1988. He received his M.A. in 1990 and Ph.D. in 1994, both from The Ohio State University in the field of Chinese linguistics.

Following his graduate studies, Dr. Christensen was hired as director of a Cantonese language project at Ohio State University where he worked for a year developing a textbook series in Cantonese. He has also published several books and articles on Chinese language and culture. He has been teaching at BYU since 1995 and has been the Director BYU's Chinese Flagship Program since its inception in 2002.

Dr. Christensen specializes in Chinese language pedagogy, teacher training, materials development, discourse analysis, language contact, Chinese food culture and Chinese poetry.

In addition to English, Dr. Christensen is fluent in Chinese.

Ray T. Clifford

Ray T. Clifford is the Associate Dean of the College of Humanities and Director of the Center For Language Studies at Brigham Young University. He received a PhD in Second Language Education from the University of Minnesota in 1977. He received a MA and a BS in German from Brigham Young University in 1970 and 1968 respectively.

Dr. Ray Clifford has published numerous articles on teacher development, language proficiency assessment, curriculum design, computer assisted instruction, and educational program administration. He has given more than one hundred speeches and workshops on language-related topics, most often to national, regional, and state teacher organizations, as well as to groups as diverse as the Senate Subcommittee on Education, Arts, and Humanities, the National Commission on Excellence in Education, the U.S. Department of Education, and the National Advisory Board for International Programs.

Dr. Clifford has served as Academic Dean, Dean, Provost, and Chancellor at the Defense Language Institute. He has served as President of the American Council on the Teaching of Foreign Languages (ACTFL); Chair, NATO Bureau for International Language Coordination; Chair, ACTFL Assessment Advisory Committee; Chair, Advisory Board of the National Language Resource Center, SDSU; Reviewer, Modern Language Journal; and Member, Board of Governors for the University of California Consortium for Language Learning and Teaching.

Lee A. Daniels

Lee A. Daniels is a professor of International Business and Marketing at Brigham Young University. Prior to joining the faculty at BYU, Professor Daniels spent 25 years in international business where he worked in over 30 countries in private equity investment, strategy, sales, marketing, product management, and accounting.

Professor Daniels served as the Managing Director and President of TPG – Newbridge and was also the President and Representative Director of Jupiter Telecommunications in Japan. Professor Daniels spent the majority of his career at AT&T where he served as the President and CEO of AT&T and managed a portfolio of products that generated \$1.2 billion in revenue.

Professor Daniels has also done extensive humanitarian work and has served on many boards of directors such as the Ensign Group, the Travel Industry Association of America, the World Trade Center of Utah, the American School in Japan, Pro Image, Asia Netcom.

Professor Daniels received a BS in Business Management from Brigham Young University, a Masters Degree in International Business from Sophia University in Japan, and completed the Executive Development Program at the J.L. Kellogg School of Management at Northwestern University.

In addition to English, Professor Daniels is fluent in Japanese.

Kristen DeTienne

Kristen DeTienne is a full professor of Organizational Leadership and Strategy at Brigham Young University. Dr. DeTienne received her PhD and MA from the University of Southern California in 1991 and 1990 respectively. She received her BA from California State University in 1987.

Dr. DeTienne's research includes topics from ethics and corporate social responsibility to understanding theory and developing strategy. Dr. DeTienne recently published an article in *Competitiveness Review: An International Business Journal*. She also has published 18 articles directly relating to international business in journals such as *Chief Executive China*, *Business Communication*, *International Journal of Applied Marketing*, *International Journal of Knowledge Management*, and *Journal of Business Ethics*. She is currently a reviewer for nine journals.

In 2009, Dr. DeTienne presented at the International Decision Sciences Institute Conference and has also presented to Pricewaterhouse Coopers. She has participated in six international OB/HR focused conferences. She was the Director of BYU's International Study Abroad programs in 2011 and 2013. In 2014 Dr. DeTienne was named a Beckham Scholar at BYU.

Jeff H. Dyer

Jeffrey H. Dyer is the Horace Pratt Beesley Professor of Global Strategy and Department Chair Organizational Leadership & Strategy. Dr. Dyer received his PhD in Management from the University of California Los Angeles in 1993. He received his MBA in Business and his BS in Psychology from Brigham Young University in 1984 and 1982 respectively.

Dr. Dyer's focus is on creativity and innovation, international strategy, supply-chain management, strategic alliances, and competitive advantage. His research interests include strategic alliances, entrepreneurship, interorganizational learning, and knowledge management and interorganizational trust. Dr. Dyer has published over 20 articles directly relating to international business. His recent publications include *Harvard Business Review*, *Strategic Management Journal*, and *Journal of International Business Studies*. He has won research awards from the Strategic Management Society, McKinsey and Company, the Institute of Management Science, and the Academy of Management. His book *Collaborative Advantage* won the Shingo Prize Research Award. His 2000 JIBS article on trust in supplier-automaker relationship in the U.S., Japan, and Korea was recently selected as the winner of the 2010 JIBS Decade Award. He is a member of the Strategic Management Society, Academy of Management, and the Association of International Business.

In addition to English, Dr. Dyer is fluent in Korean.

Timothy Lynn Elliott

T. Lynn Elliott is the Director of the International Study Programs at Brigham Young University. He received his PhD in Foreign Affairs from the University of Virginia in 1991. Dr. Elliott received his MA in International Relations and his BA in Economics from BYU in 1987 and 1985 respectively.

Dr. Elliott manages all study abroad, international internship, and international direct enrollment programs for Brigham Young University. Prior to his experience at Brigham Young University, he also managed the international education, study abroad, international exchange, and international recruiting programs for another Utah Valley University. He has served as a national leader for NAFSA, the association of international educators and was a participant on the inaugural Fulbright Program for Academic administrators in France.

Dr. Elliott wrote and produced a video telecast entitled *Managing Liability and Risk in International Programs* which was broadcast nationally to sixty-nine colleges. He has also produced several broadcasts for KBYU television. Dr. Elliott previously served as a member of the founding Editorial Board and as Editor of *Journal of International and Area Studies* as well as served as Faculty Reviewer for this journal.

In addition to English, Lynn is fluent in German and has studied Polish and Hebrew.

S. Tom Foster

S. Tom Foster is Area Leader and Donald Staheli Professor of Quality and Global Supply Chain Management at Brigham Young University. Among Dr. Foster's areas of expertise are strategic quality management, supply chain quality, service quality, teamwork, quality in government, and operations technology management.

Dr. Foster has consulted for a number of companies including Hewlett-Packard, Trus Joist Macmillan, Cutler-Hammer/Eaton Corp., Heinz Frozen Foods, US West Corporation, Healthwise Corporation, and the United States Department of Energy.

Dr. Foster is on the Editorial Boards of the Journal of Operations Management, Quality Management Journal, and Decision Sciences. He has published over 60 quality-related articles in journals such as the *Decision Sciences*, *Journal of Operations Management*, *International Journal of Production Research*, the *Journal of Quality Management*, the *International Journal of Quality and Reliability Management*, the *Quality Management Journal*, and *Quality Progress*.

His most recent book is entitled, *Supply Chain and Operations Management* (Pearson), and his *Quality Management: An Integrative Approach* (Prentice Hall) is the 2nd best-selling quality management book in the world. Tom is founder of www.freequality.org, was awarded the ASBSU 2000 Outstanding Faculty Award, the 2013 Marriott School of Management Outstanding Scholar Award.

Patti Freeman

Patti Freeman is a professor of Recreation Management at Brigham Young University. She earned her Ph.D. in Human Performance with an emphasis in Leisure Behavior from Indiana University. Her MS and BS are also in the recreation discipline. She has held faculty appointments at Brigham Young University, University of Utah, and Murray State University.

Her research focus has been primarily related to understanding family leisure experiences and the role they play in individual, couple, and family life. Her work has been published in several journals including *Leisure Sciences*, *Journal of Leisure Research*, *Therapeutic Recreation Journal*, *Adoption Quarterly*, and *Family Studies*. She had developed and directed several study abroad programs and extended outdoor leadership programs for university students.

Steve Glover

Steve Glover is the K. Fred Skousen Professor and an Associate Dean of the Marriott School of Management at Brigham Young University. Dr. Glover formerly served as the Director of the School of Accountancy and teaches undergraduate and graduate auditing courses and a judgment and decision-making course in the Executive M.B.A. program. Steve has received the Marriott School's Teaching Excellence and Outstanding Researcher awards. From 2000 to 2002, Steve took a leave of absence from BYU to work as a director in the U.S. National Office of PwC where he worked on a team revising audit policies. Dr. Glover served on the American Institute of Certified Public Accountants' (AICPA) Task Force for Sampling/Materiality Issues in a Single Audit Environment, and as a reviewer for the AICPA's 2008 and 2012 *Audit Sampling Guides*.

Dr. Glover is a co-author on the monograph "*Elevating Professional Judgment in Auditing and Accounting: the KPMG Professional Judgment Framework*," which was the recipient of the 2013 AAA Deloitte/Wildman Medal award and the 2014 AAA Auditing Section Innovation in Auditing and Assurance Award. He has also co-authored monographs on enhancing auditor professional skepticism and enhancing board member professional judgment. Dr. Glover also has published articles in various accounting journals and co-authored books including *Auditing: A Systematic Approach* (9e), *Auditing Cases: An Interactive Learning Approach* (5e), and *An Introduction to Corporate Governance and the SEC*.

Paul C. Godfrey

Paul C. Godfrey is full professor in the department of Organizational Leadership and Strategy. He received his PhD in Business Strategy and Organization Theory and his MBA from the University of Washington in 1994 and 1989 respectively. He received his BS in Political Science from the University of Utah in 1983.

Dr. Godfrey research interests are in economic self-reliance, international economic development, social capital, corporate philanthropy responsibility, and social responsibility. He has recent publications in *Strategic Management Journal*, *Academy Management Review*, *Schmallenbach Business Review*, and *Business and Society*. Dr. Godfrey has served as a reviewer for nine journals and on the editorial board for an additional four. He is the founder and editor of the Economic Self-Reliance Review.

Dr. Godfrey has been a visiting professor at Pforzheim University and Ludwig Maximilian University. He has given presentations in Germany, Ghana, Austria, Mexico, France, and Canada. He has also presented on "International Business Ethics Teaching" at the University of Kansas FDIB.

In addition to English, Dr. Godfrey is fluent in German.

Simon P. Greathead

Simon P. Greathead is an international business and global supply chain professor. Professor Greathead earned an MBA from Henley Business School at the University of Reading in the UK and a BS in Business Management from Brigham Young University in Provo, UT. Professor Greathead's current interests focus on global issues in supply chain development, and the global supply chain as a strategic concern.

Before entering academia Professor Greathead spent 15 years in international business, primarily in supply chain and operations roles in Europe working for major retailers, and distributors. As a native of Great Britain he has extensive international experience in Ireland, Great Britain, Holland, France, and Germany. More recently he managed European Operations for a major Inc. 10 company and then most recently as the COO and Senior Partner of VisVeritas Advisors, a management consultancy focused on advising global growth companies. Professor Greathead began teaching at BYU in 2008 as an international business instructor and currently teaches global supply chain, operations, and international business courses.

Cynthia S. Halliday

Cynthia S. Halliday is the Managing Director of the BYU CIBE and steering committee member for International Management Society chapters since 2005. Halliday received her MBA from Brigham Young University in 1999. She received her BA in food engineering from Universidade Estadual de Campinas, Brazil.

Cynthia manages over 50 international business programs for students and faculty. Cynthia directed study abroad programs to Europe and Latin America. Cynthia developed innovative and successful programs such as the Business Language Case Competition and the High School Business Language Competition. Cynthia developed and taught the Business Portuguese course, and other international courses, to graduate and undergraduate students.

Prior to coming to Brigham Young University, Cynthia spent four years in marketing with Nestlé USA in Ohio, managing the Stouffer's Dinners and the Stouffer's U.S. Hispanic Initiative. Prior to moving to Ohio, Cynthia worked as brand manager for Nutraceutical Corporation, where she was responsible for the Solaray Herbs line. Other work experiences include Nestlé México, IFF Brazil and Novell USA (Latin America Division).

Cynthia is from Rio de Janeiro, Brazil. She speaks Portuguese, Spanish and English fluently.

Lisbeth M. Hopper

Lisbeth M. Hopper is the Accountant for BYU CIBE. She attended the University of Utah and Bellarmine University in Louisville, Kentucky. She received her MBA with concentration in finance from Regis University in Denver, Colorado in 1996.

Lisbeth Hopper's experience includes 20 years in Commercial Banking and Finance with responsibilities in portfolio management, commercial underwriting, compliance, and personnel management & development. Prior to entering the financial industry she worked for the Brown-Forman Beverage Company in Louisville, Kentucky, with responsibilities for marketing, budgeting, and distributor development in a four-state region.

Lisbeth is the President of the Danish Rebuild National Park Society of Utah, serves as Volunteer at BYU's Language Training Center, and provides genealogical research service to patrons of the Family History Division of BYU's Harold B. Lee Library. Her education includes language training in German and Latin and she has taught International Finance as a volunteer in Colorado high schools and in other community organizations where her responsibilities included classroom instruction, curriculum development, lesson planning, student testing & evaluation and student relations.

Lisbeth is a native of Denmark and, in addition to English, is fluent in Scandinavian languages.

Wade Jacoby

Wade Jacoby is Mary Lou Fulton Professor of political science and Director of the Center for the Study of Europe at Brigham Young University.

Dr. Jacoby's most recent book is *The Politics of Representation in the Global Age: Identification, Mobilization, and Adjudication* (Cambridge University Press, 2014). Jacoby is the author of two other books, *Imitation and Politics: Redesigning Modern Germany* (Cornell University Press, 2000) and *The Enlargement of the EU and Nato: Ordering from the Menu in Central Europe* (Cambridge University Press, 2004). He has published articles in many journals including *World Politics*, *Comparative Political Studies*, *Politics and Society*, *European Security*, *The Review of International Political Economy*, *The Review of International Organizations*, and *The British Journal of Industrial Relations*.

Winner of a number of research fellowships, Dr. Jacoby received the DAAD Prize for his scholarship on Germany and the EU in 2006 and was a Braudel Fellow at the European University Institute in 2009-2010. He has served as chair of the European Politics and Society section of the American Political Science Association and is past program chair of the European Union Studies Association. Jacoby is co-editor of *German Politics* and serves on the editorial boards of *Governance* and *European Security*.

Cory Leonard

Cory Leonard is an Assistant Director at the David M. Kennedy Center for International Studies and serves on the Executive Committee. Leonard received his MPA in Organizational Behavior from Brigham Young University in 1997 and his BA in English from Brigham Young University in 1994.

Leonard directs events, outreach, hosting, and publications for the center while developing academic and informational events, print/web/video projects, conferences, and training for education, business, media, and alumni. In addition, Cory directs the Kennedy Center's nationally-recognized student programs (Intercultural Outreach IAS 353, Model United Nations IAS 351) and coordinates student organizations.

Leonard helped produce the DVD “Global Car” and will help the BYU CIBE produce a video about the Brazilian economy.

Spencer Magleby

Spencer Magleby is the Associate Dean of the Fulton College of Engineering and Technology. He is a professor in the Department of Mechanical Engineering. Dr. Magleby received his PhD from the University of Wisconsin in 1988 and MS and BS degrees from Brigham Young University in 1983.

Prior to coming to Brigham Young University in 1989, Dr. Magleby spent six years in the military aircraft industry developing tools for advanced aircraft design and manufacture. His research interests include product design and development, innovative mechanism technologies, design tools and processes that bridge engineering and business, and global engineering issues. His research has been supported by a variety of industry sponsors and government agencies.

Dr. Magleby teaches design at the graduate and undergraduate level, and is interested in educational partnerships with industry and developing global awareness in students. He has helped oversee more than two hundred and fifty undergraduate and graduate design projects through his involvement with the Capstone and Interdisciplinary Product Development programs. He has been nationally recognized for his contributions in engineering design education.

Roger McCarty

Roger McCarty is the Director of Experiential Learning at the Marriott School of Management at Brigham Young University. McCarty creates experiential learning opportunities for students throughout their academic education. He manages two flag ship programs for experiential learning, the Field Studies Course in the MBA program and On Campus Internships where more than 1,000 undergraduate students per year gain work experience with companies from Fortune 100 companies to startups. He has worked at BYU since 2007.

Roger received his BS in chemical engineering from Brigham Young University in 1977 and an MBA in 1981 while working in Chicago. He began his 30 year career in the chemical and has worked in technical sales and service, sales management, marketing and product management, technology licensing, business research, business/financial analysis, global director of new business development and global business management. Before coming to BYU Roger worked was the Corporate Director of Strategy Development at Dow.

Roger established a leadership recruiting program and developed learning programs for all employee levels. Over his career he has facilitated and or authored more than 30 training programs varying in length from a few hours to more than a week of classroom study.

Aaron Miller

Aaron Miller is an Assistant Teaching Professor in the Romney Institute of Public Management at Brigham Young University. Professor Miller received both is MPA and JD from Brigham Young University in 2006 and is currently an Assistant Teaching Professor in The Romney Institute of Public Management at BYU. He has also been an attorney in private practice specializing in non-profit law and was the President and CEO of ChariState, Inc. where he developed automated financial reporting solutions for non-profit organizations. He is also a member of the Utah State Bar.

Professor Miller teaches courses on non-profit law, non-profit structure and finance, altruism economics, social entrepreneurship, business ethics, and philanthropy.

In addition to English, Professor Miller is also fluent in both Romanian and French.

Shad Morris

Shad Morris is an Assistant Professor of Organizational Leadership and Strategy at Brigham Young University. Professor Morris received a PhD from Cornell University and a BS, a MA, and a MOB from Brigham Young University. Dr. Morris teaches and conducts research on international business and strategic human resource management, particularly focusing on how firms leverage their talent and social networks to globally innovate. In addition to his full-time position at Marriott School, he is currently a Research Fellow at Cambridge University's Centre for International Human Resource Management and has been a visiting faculty at MIT's Sloan School of Management and the Copenhagen Business School. He has worked for the World Bank in Washington, D.C., and in the former Republic of Yugoslavia; for Management Systems International in Bulgaria; and for Alcoa, Inc., in the United States.

Dr. Morris is a recipient of the International HRM Scholarly Research Award from the Academy of Management. He has co-authored two books: *Managing People and Knowledge in Professional Service Firms* and *Managing Human Resources*. He has published in journals such as *Harvard Business Review*, *MIT Sloan Management Review*, *Academy of Management Review*, *Journal of International Business Studies*, *Journal of Management and Human Resource Management*.

Lee Tom Perry

Lee Tom Perry is Dean of BYU's Marriott School and the Marriott Professor. He previously served as an Associate Dean at the Marriott School from 1998 to 2005 and 2012-2013. Dean Perry holds a Ph.D. in Administrative Sciences from Yale University and has been a member of the faculty of the Krannert School of Management, Purdue University and the Smeal School of Business Administration, the Pennsylvania State University. He is the recipient of the Outstanding Faculty Award from the Marriott School, the Exxon Outstanding Teaching Award and Outstanding Faculty Award from the Smeal School of Business Administration. He co-authored the paper that received the McKinsey Best Conference Paper Prize at the 22nd Annual International Conference of the Strategic Management Society in Paris.

Dean Perry has written extensively about innovation and technology, corporate restructuring, and competitive business strategies. He is the author of *Offensive Strategy* (HarperBusiness), co-author of *Real-Time Strategy* (John Wiley & Sons). As well as the author or co-author of over forty articles appearing in various management journals and edited books. Dean Perry has also served on several boards of directors of both privately- and publicly-held companies. Between March 1996 and July 1997, he worked for Merck, the pharmaceutical giant, helping develop the strategy and organizational design for the company's fourteen affiliates in Central and Eastern Europe. In addition to Merck, he has consulted with several major corporations, including American Express, Taco Bell, and Exxon USA.

Laura Ricks

Laura Ricks is the International Programs Coordinator for the BYU CIBE Global Management Center. Her responsibilities include coordinating all Marriott School of Management study abroad and student exchange programs. Laura also coordinates the annual CIBE Business Language Case Competition and the High School Business Language Competition. She received degrees in English and Ethnic Studies from the University of Utah in 1994.

Laura's experience includes over 10 years in business management, event planning, marketing and advertising and feature writing for organizations including The Salt Lake Olympic Organizing Committee, The Salt Lake Tribune and Deseret News, and Barnes & Noble Booksellers. Laura also co-directed BYU's Paris Study Abroad Program in 2010 and has lived and traveled extensively abroad.

Mike Roberts

Michael Roberts is the Assistant Dean and Director of the Business Career Center in the Marriott School of Management at Brigham Young University. He leads a team of seasoned and talented professionals and graduate/undergraduate peer mentors who orchestrate the career development, experiential learning, career networking, and corporate outreach for the students of the business school. Roberts holds a Bachelor of Science degree in Business Administration from Brigham Young University and a Master of Business Administration from Oregon State University.

Prior to his role at BYU, Roberts was the Vice President, Marketing and Business Development for HP's Growth Markets Organization (GMO). The GMO was responsible for working directly with HP leadership teams across all HP businesses and within 60+ emerging market countries (\$8 billion revenue) to drive new business opportunities by introducing innovative solutions, improving the customer experience, enabling key business initiatives, developing new partnerships, sharing best practices and deploying effective sales/marketing programs.

Roberts has more than 20 years of management experience in the high-tech industry. During his career, Roberts has held leadership roles in marketing/sales, finance, R&D and operations. He has worked in multiple business segments and corporate functions with global responsibilities that have extended across the three global regions.

Sandra Rogers

Sandra Rogers is the International Vice President and an Associate Professor of Nursing at Brigham Young University. Rogers received her DNSc in International/Cross-Cultural Nursing from the University of California in 1989. She received her MS in Medical-Surgical Nursing from the University of Arizona in 1980 and her BS in Nursing from Brigham Young University in 1974. Previously, she has served as Dean, Director of Research, and Professor for the College of Nursing at Brigham Young University. She has been a nurse for the Orem Community Hospital, University of Arizona Hospital, and Utah Valley Hospital.

Sandra's research has focused on health care, cultural aspects of health, and delivery of health care. She has been the coordinator of welfare missionaries in Manila, Philippines, and an advisor and consultant to the LDS Humanitarian Services for the past nineteen years. On special assignment, she reviewed and evaluated nursing programs in Romania and for US-AID in Jordan. Sandra has been published in *The International Journal of Nursing*, *The Journal of Nursing Research*, *The Western Journal of Nursing*, *The Journal of Perinatal & Neonatal Nursing*, and in the proceedings from the *Communicating Nursing Research Conference* and the *Conference on Arab-American Relations: Towards a Bright Future*.

In addition to English, Sandra is fluent in Portuguese.

Robert A. Russell

Robert A. Russell is an Associate Professor of Japanese and Chair of the Department of Asian and Near Eastern Languages at Brigham Young University. Dr. Russell received his PhD in Linguistics from Harvard University in 1977. He received his BA in Anthropology from the University of Utah in 1968.

Dr. Russell has served on numerous department committees and led several internships and studies abroad to Japan. Prior to his experience at BYU, Dr. Russell served as the Director of Linguistics at a Provo based company, Weldner Communications. He has also taught at the University of Hawaii and the American Research Center in Egypt.

Dr. Russell's research interests include Japanese linguistics, second language acquisition, attrition and pedagogy, Japanese for special purposes (business, sciences, and technology), and computer assisted language learning materials design and development. Dr. Russell has published several books and papers on linguistics, business and education. Dr. Russell is a member of the National Council of Japanese Language Teachers and a member of the Editorial Board for the Japanese journal, *Acquisition of Japanese as a Second Language*.

In addition to English, Dr. Russell is fluent in Japanese, Arabic, German and French.

Kristie Seawright

Kristie Seawright is an Academic Review Associate for BYU Planning and Assessment and Associate Professor in Public Management. Dr. Seawright received her PhD in Operations Management and Research Methods from the University of Utah in 1994, her MBA in Operations Management from the University of Utah in 1989, her BS in Accounting from the University of Utah in 1987 and her BS in Family Studies from BYU in 1977.

Dr. Seawright's experience is in entrepreneurship, international business, international quality management (productivity vs. quality), and service quality. Her research includes international service operations, quality management, and international entrepreneurship. Dr. Seawright was the executive director of the BYU CIBE from 2000-2002 and has held various positions of responsibility at BYU since 1993. Dr. Seawright was a Fulbright International Exchange Scholar at the Belarusian State Economics University in Minsk. Other Fellowships include the Abell Fellowship in Manufacturing Leadership, the Reed Dame Junior Faculty Fellowship, and the Marriner S. Eccles Research Fellowship in Public Policy.

Dr. Seawright has recently published in *Journal of Small Business Management*, *Managing Global Transitions*, *Entrepreneurship Theory and Practice*, *Journal of Microfinance*, and *Academy of Management Journal*. She is a member of the Academy of International Business and the Productions and Operations Management Society.

In addition to English, Dr. Seawright is fluent in Spanish.

Bryan Sudweeks

Dr. Bryan Sudweeks is an Associate Professor of Finance at the Marriott School of Management where he teaches classes related to Investments, Personal, Managerial, and International Finance. He teaches the Investment Modeling and Valuation, Financial Planning, Personal Finance, International Finance, and Managerial Finance classes. He also teaches the Asset Management class where undergraduate students manage \$1.2mn in real assets. Dr. Sudweeks also directs the International Investing Internship, where he annually takes students abroad for a one month internship visiting and analyzing international and emerging market companies.

He is the lead behind the Marriott School of Management's "Personal Finance: Another Perspective" website at <http://personalfinance.byu.net>, a free resource which can help university students and community become more financially self-reliant. Bryan spent 13 years in the investment banking and asset management industry managing assets in the Emerging Markets asset class for Emerging Markets Investors Corporation (Washington D.C.) and Montgomery Asset Management (San Francisco). He received his Ph.D. in Business Administration from George Washington University in Washington D.C., an MBA and Bachelors in Mandarin Chinese from BYU, and is a Chartered Financial Analyst.

Monte Swain

Monte Swain is currently the Deloitte Professor in the School of Accountancy. Dr. Swain received his BS and MAC in Accounting from Brigham Young University and his PhD in Accounting from Michigan State University in 1991.

After completing his graduate work, Dr. Swain researched and taught management accounting at Brigham Young University and has been the recipient of a number of teaching awards at both BYU and MSU. Professor Swain is a licensed CPA and a Certified Management Accountant. He took an academic leave from BYU from July 1999 to July 2000 to serve as the Chief Financial Officer for Authorize.

Jeff Thompson

Jeffery Thompson is an Associate Professor of Public Management for the Romney Institute of Public Management at Brigham Young University. Dr. Thompson earned his BS in Japanese and his MBA in Organizational Behavior from Brigham Young University and his PhD in Organizational Behavior from the University of Minnesota in 1999.

Dr. Thompson began teaching at University of Miami in 1999 and has taught at BYU since 2003. He has received several awards in the field of Organizational Behavior including the Owens Award, and was awarded the Outstanding Scholarship Award from the Marriott School of Management in 2009 and Teacher of the Year from the Romney Institute of Public Management in 2007.

Michael P. Thompson

Michael P. Thompson is an Associate Dean of the Marriott School and an Associate Professor of Organization, Leadership, and Strategy. Dr. Thompson received his PhD in Rhetoric and Organizational Communication from Rensselaer Polytech Institute in 1985. He received his MA in Communication from Rensselaer Polytech Institute in 1978 and his BA in Classical Greek from Brigham Young University in 1974.

Dean Thompson's expertise is in organizational and interpersonal communication, leadership and change, and management development. His research interests include leadership, change management, and knowledge management. Dr. Thompson has recently published the fifth edition of *Becoming a Master Manager: A Competency Framework*.

Before joining the faculty at Brigham Young University, he was Executive Director of the Public Service Training Program for the State of New York. During its operation, it was the largest professional development program in the nation's public sector. He has also been Executive Director of the Center for Organization and Policy Studies at the SUNY-Albany. He has consulted and conducted research with many global and regional companies, including Johnson Controls, AT&T, The U.S. Air Force, and Ford Motor Company, as well as with many public and non-profit institutions. In addition to English, Dean Thompson is fluent in French and has studied German, Italian, Russian, and Classical Greek.

Tyler Turley

Tyler Turley is an Assistant Professor of Public Management at Brigham Young University. He completed a PhD in Economics at the University of Chicago in 2013.

Dr. Turley is an experimental economist who does research in developing countries on social economics and political economy. He has run lab-in-the-field experiments in Sierra Leone, Ghana, and Mali. These projects study how social hierarchies affect market rationality, how refugees reconstitute social networks in settlement camps, and how hope and self-actualization are affected by participation in competitive democratic elections. He has also designed and run large randomized control trials in Sierra Leone, where he explored the most efficient way to deliver aid in participatory development projects.

Dr. Turley has received funding from the National Science Foundation and the U.S. State Department for his fieldwork. He also works as a consultant with the World Bank South Asia Sustainable Development group, where he has designed policies and evaluations in India, Nepal, and Afghanistan.

Anthony Vance

Anthony Vance is as an Assistant Professor of Information Systems in the Marriott School of Management of Brigham Young University. He has earned Ph.D. degrees in Information Systems from Georgia State University, the University of Paris—Dauphine, France, and the University of Oulu, Finland. He received a B.S. in IS and Masters of Information Systems Management (MISM) from Brigham Young University, during which he was also enrolled in the IS Ph.D. preparation program.

Dr. Vance has also been a visiting research professor in the Information Systems Security Research Center at the University of Oulu. He also worked as an information security consultant and fraud analyst for Deloitte. His work is published in MIS Quarterly, Journal of Management Information Systems, Journal of the Association for Information Systems, European Journal of Information Systems, Journal of the American Society for Information Science and Technology, Information & Management, and other journals. His research interests are information security and trust in information systems.

Cindy Wallin

Cindy Wallin is an assistant professor of global supply chain management at Brigham Young University. She earned her PhD in supply chain management from the W. P. Carey School of Business at Arizona State University. She also holds an MBA with an emphasis in finance and operations and a BS in accountancy from Brigham Young University.

Dr. Wallin's research focuses on buyer-supplier interfaces in the form of trust-based relationships, information sharing, collaboration, and collaborative inventory management approaches. Her research has been published in various journals, including *Decision Sciences Journal*, *Journal of Supply Chain Management*, *Quality Management Journal*, and *Journal of Business Logistics*.

Before pursuing her doctoral studies, Wallin was a commodity team manager for Intel Corporation. During her eight years at Intel she also held the positions of senior buyer, purchasing manager, stores manager, and commodity manager. Before her graduate studies, Wallin also worked as an auditor for the Defense Contract Audit Agency.

Jeff Wilks

Professor Wilks is the Director and EY professor of BYU's School of Accountancy. He joined the BYU faculty in 2000 after completing his M.S. and Ph.D. at Cornell University. From 2006 to 2008, he worked as an academic fellow at the Financial Accounting Standards Board in Norwalk, Connecticut. Dr. Wilks helped in the development of a new international standard on revenue recognition that will be released in 2014. At BYU, Dr. Wilks served as an academic advisor to the International Accounting Standards Board. He has also worked as a technical advisor to Connor Group, which provided technical GAAP review, IPO services, and SEC reporting guidance to 44 percent of the Bay Area IPOs in the past five years. In 2014, the Financial Accounting Foundation appointed him to the Financial Accounting Standards Advisory Council.

For over 12 years, Dr. Wilks has taught a case-based master's level course that makes extensive use of the Deloitte Trueblood Case Series. Students rate this course among the most difficult, yet the most valuable, in the accounting program. The Marriott School recently awarded Professor Wilks the 2011 Teaching Excellence Award. Professor Wilks' research examines accounting policies, auditing fair value measurements, and fraud detection and prevention. He has published articles in *The Accounting Review*, *Review of Accounting Studies*, *Contemporary Accounting Research*, *Auditing: A Journal of Practice & Theory*, *Management Science*, and *Accounting Horizons*.

Eva Witesman

Eva M. Witesman, Ph.D. is an assistant professor of public management at the Romney Institute of Public Management at Brigham Young University. She received her Master of Public Affairs and PhD from the School of Public and Environmental Affairs at Indiana University, specializing in public policy analysis and public management. Dr. Witesman received a Bachelor of University Studies from the University of Utah College of Science.

Dr. Witesman is Associate Director – Evaluation for BYU CIBE. She teaches master's level courses in statistical analysis and public program evaluation, where she oversees the development of dozens of program evaluation plans for public and nonprofit organizations each year including those for national, federal, and international organizations. She also serves in the Utah State Evidence-based Workgroup in the Department of Health and Human Services.

Dr. Witesman's research centers primarily on the differences between the public, nonprofit, and private sectors. In addition to her research on sector differences, Dr. Witesman also examines topics of more general interest across sectors, including public program evaluation and institutional analysis. Among her other work, Dr. Witesman is currently a consultant for the State of Utah working to implement a statewide program evaluation initiative intended to enhance government innovation and efficiency.

DETAILED BUDGET BY OBJECTIVES AND ACTIVITIES
(DOES NOT INCLUDE ADMINISTRATION AND FACULTY NOT ALLOCATED TO ACTIVITIES)

CIBER BUDGET	2014-2015		2015-2016		2016-2017		2017-2018	
	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH
A. DEVELOP INTERDISCIPLINARY PROGRAMS FOR BOTH BUSINESS AND NON-BUSINESS STUDENTS THAT WILL HELP THEM DEVELOP A GLOBAL MINDSET								
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway	\$2,700	-	\$16,500	\$15,000	\$16,995	\$15,000	\$17,505	\$15,000
A2 Emerging Market Global Supply Chain Study Abroad	-	-	\$17,000	\$25,000	\$17,000	\$25,000	\$18,035	\$25,000
A3 Global Finance Asset Management LDB Pathway	\$2,700	-	-	-	-	-	-	-
A4 Global Mindset Video Project for Business Majors	\$4,000	\$7,800	-	\$8,034	-	\$8,275	-	\$8,523
A5 Global Mindset Video Project for Non-Business Majors	-	-	-	\$8,034	-	\$8,275	-	\$8,523
A6 Global Business and Literacy Minor	\$12,280	\$93,000	\$12,515	\$95,700	\$12,961	\$98,481	\$13,317	\$101,345
A7 Building Global Talent for MBA Students: Preparing for International Assignments	\$1,800	-	-	-	-	-	-	-
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase	\$1,800	-	-	-	-	-	-	-
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession	\$2,800	\$500	-	-	\$1,000	\$500	-	-
A10 Global Field Studies Projects for MBA Students	\$20,000	\$1,500	\$20,000	\$1,500	\$20,000	\$1,500	\$20,000	\$1,500

CIBER BUDGET	2014-2015		2015-2016		2016-2017		2017-2018	
	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH
A11 Accounting Field Studies Project in Ghana	\$13,000	\$10,000	\$13,000	\$10,000	\$13,000	\$10,000	\$13,000	\$10,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain	\$3,200	\$300	\$3,200	\$300	\$3,200	\$300	\$3,200	\$300
A13 Short Cases on Doing Business in Ghana	\$4,000	-	\$3,000	-	\$3,090	-	\$3,183	-
A14 Business Study Abroad Program in Oxford, England	\$6,150	\$5,250	\$5,150	\$5,250	\$6,150	\$5,250	\$6,150	\$5,250
A15 Accounting Study Abroad Program in China and Hong Kong	\$6,150	\$20,250	\$6,150	\$20,250	\$6,150	\$20,250	\$6,150	\$20,250
A16 International Ethics Modules in the Required Ethics Courses	\$6,000	-	-	-	-	-	-	-
A17 Course on Business in Europe	\$6,000	-	-	-	-	-	-	-
B. PROVIDE LEADERSHIP IN BUSINESS LANGUAGE AND CULTURAL TRAINING FOR STUDENTS AND THE BUSINESS COMMUNITY								
B1 Language Certificate for Non-Humanities Majors	\$200	\$3,000	\$200	\$3,000	\$200	\$3,000	\$200	\$3,000
B2 Business Language Online Courses	-	\$12,000	-	\$12,000	-	\$12,000	-	\$12,000
B3 Global Mindset Videos in Foreign Business Languages	-	-	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
B4 Business Language Case Competition in Arabic	\$600	-	\$1,000	\$4,000	\$1,000	\$4,000	\$1,300	\$4,000
B5 High School Business Language Competition in Chinese and French	-	-	-	-	-	-	\$4,300	\$6,500
B6 Short Business Cases in French, German, Portuguese, and Spanish	\$1,000	-	\$1,000	-	\$1,000	-	\$1,000	-
B7 CIBE Business Language Conference	\$6,000	-	\$6,000	-	\$6,000	-	\$6,000	-

CIBER BUDGET	2014-2015		2015-2016		2016-2017		2017-2018	
	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH
B8 Faculty Development in Business Languages	\$1,500	-	\$1,500	-	\$1,500	-	\$1,500	-
C. EXPAND COLLABORATION WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING COMMUNITY COLLEGES AND MSIs								
C1 Salt Lake Community College Initiatives	-	-	\$4,000	-	\$4,000	-	\$4,000	-
C2 Executive Certificate of Global Business Management	\$1,000	-	-	-	-	-	-	-
C3 Snow College Initiative	-	-	-	-	-	-	-	-
C4 Diné College Initiative	\$5,000	-	\$5,000	-	\$5,000	-	\$5,000	-
C5 Rocky Mountain CIBE Initiatives	\$19,200	-	\$22,200	-	\$14,200	-	\$18,200	-
C6 International Business Summit and Case Competition	-	-	\$4,500	\$3,000	\$4,500	\$3,000	\$4,500	\$3,000
C7 Historical Black Colleges and Universities (HBCU) Project	\$6,500	-	\$6,500	-	\$6,500	-	\$6,500	-
C8 Faculty Development in International Business (FDIB) MENA	-	-	\$6,500	-	\$6,500	-	\$6,500	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa	\$6,500	-	\$6,500	-	\$6,500	-	\$6,500	-
C10 Faculty Development in International Business (FDIB) China	\$6,500	-	\$6,500	-	\$6,500	-	\$6,500	-
C11 Faculty Development in International Business (FDIB) Brussels	\$6,500	-	\$6,500	-	\$6,500	-	\$6,500	-
D. COLLABORATE WITH THE BUSINESS COMMUNITY								
D1 International Investing Internship in Asia	\$26,300	\$100	\$26,300	\$100	\$26,300	\$100	\$26,300	\$100

CIBER BUDGET	2014-2015		2015-2016		2016-2017		2017-2018	
	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH
D2 Governor's Office of Economic Development (GOED) Internships	\$1,000	-	\$1,000	-	\$1,000	-	\$1,000	-
D3 World Trade Center of Utah (WTC) Internship	-	-	-	-	-	-	-	-
D4 Global Internship Program	-	-	-	-	-	-	-	-
D5 Social Innovation Internships	\$8,000	\$12,000	\$8,000	\$12,000	\$8,000	\$12,000	\$8,000	\$12,000
D6 Small Business Development Center Export Tools Workshops	\$1,000	-	\$1,000	-	\$1,000	-	\$1,000	-
D7 NASBITE Seminars with GOED	\$500	-	\$500	-	\$500	-	\$500	-
D8 World Trade Association of Utah Initiatives	\$1,600	-	\$1,600	-	\$1,600	-	\$1,600	-
D9 District Export Council (DEC) Support	\$1,500	-	\$1,500	-	\$1,500	-	\$1,000	-
E. ESTABLISH A STRONG AND MULTI-FACETED RESEARCH AGENDA								
E1 Conference on Developing Innovative Business Solutions to Solve Problems Affecting Emerging Markets	\$5,000	-	-	-	-	-	-	-
E2 Research Symposium on Conflict Minerals	-	-	-	-	\$3,000	\$4,000	\$3,000	\$4,000
E3 Speed Networking Event on Global Issues	-	\$300	-	\$500	-	\$500	-	\$500
E4 Research on Innovation in International Business	\$3,000	-	\$3,900	-	\$1,000	-	-	-
E5 Research on Global Talent	\$3,000	-	\$3,900	-	\$1,000	-	-	-
E6 Research on Impact of Culture on Global Strategic Decisions	\$10,900	-	\$1,000	-	-	-	-	-

CIBER BUDGET	2014-2015		2015-2016		2016-2017		2017-2018	
	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH	FEDERAL	MATCH
E7 Research on Global Ethics	-	-	-	-	\$5,750	-	\$1,000	-
E8 Preparation of Doctoral Students for International Research	\$5,550	-	\$3,000	-	\$3,300	-	\$3,300	-
E9 Course Development Grant on Foreign Direct Investment in Africa	\$8,900	-	\$900	-	-	-	-	-
E10 Other Research Grants in International Business	\$50,000	-	\$50,000	-	\$50,000	-	\$50,000	-

EVALUATION PLAN

PROJECT GOAL STATEMENT I

1. Project Goal Statement: Increase the number of students participating in international business experiences by 10% compared to prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
a. Increase by 10% the number of students participating in study abroad programs.	a.1. Develop the new Emerging Market Global Supply Chain Study Abroad (A2). a.2. Develop and offer the Accounting Study Abroad program in China and Hong Kong. (A15). a.3. Recruit supply chain students to attend the study abroad A2 and A15.								
b. Increase by 10% the number of students participating in student exchange programs.	b.1. Develop one new partnership per year with foreign universities (A12). b.2. Recruit students to participate in new student exchanges.								

1. Project Goal Statement: Increase the number of students participating in international business experiences by 10% compared to prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
c. Increase by 10% the number of graduate students participating in field studies programs.	c.1. Identify companies who will offer internships or field studies opportunities. c.2. Recruit MBA students to participate in the Global Field Studies Projects (A10). c.3. Develop and offer the Accounting Field Studies project in Ghana. (A11).								
d. Increase by 10% the number of undergraduate students participating in international internships.	d.1. Develop and offer the International Investing Internship in Asia (D1). d.2 Develop and offer Social Innovation Internships (D5).								

PROJECT GOAL STATEMENT II

1. Project Goal Statement: Increase the number of students exposed to international business content by 10% compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
a. Send at least three faculty members per year with no prior IB experience participate in an FDIB or participate in a study abroad program.	<p>a.1. Send at least one faculty members from BYU with no prior IB experience to attend one of the FDIBs being offered (C8, C9, C10, and C11).</p> <p>a.2. Send at least one non-BYU faculty member with no prior IB experience to one of the FDIBs being offered (C1, C3, C4, or C5).</p> <p>a.3. Send at least one BYU faculty member on a study abroad program for the first time.</p>								
b. Send at least one faculty member with no prior IB experience to attend IB related conferences.	<p>b.1. Develop and execute the conferences described in E1, E2, and E3.</p> <p>b.2. Send at least one faculty member to attend each of the conferences being organized by BYU CIBE.</p>								

1. Project Goal Statement: Increase the number of students exposed to international business content by 10% compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
c. Increase by 5% the number of business classes offered with at least 20% international content.	c.1. Offer course development grants (E9 and E10). c.2. Develop at least three new IB modules per year to be used in business classes (A4, A7, A8, A9, A13, A16).								
d. Increase by 10% the number of non-business students exposed to international business content.	d.1. Develop and offer the Global Business and Literacy Minor (A6). d.2 Create IB materials for non-business instructors (A5, B3). d.3 Create and offer IB courses for non-business students (A17).								

PROJECT GOAL STATEMENT III

1. Project Goal Statement: Increase the number of business students completing advanced courses in priority languages by 10% compared to prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
a. Increase by 10% the number of students participating in business language courses, certificates or events.	a.1. Recruit students to participate in the Language Certificate for Non-Humanities majors (B1). a.2. Develop and create the Business Language Online courses (B2). a.3. Successfully execute the Business Language Case Competition in Arabic in Y2.								
b. Improve content of business language courses.	b.1. Develop at least one short business case per year in a foreign language (B6). b.2. Send at least one BL instructor with no prior IB training to attend a BL conference per year (B7, B8).								

PROJECT GOAL STATEMENT IV

1. Project Goal Statement: Improve employment opportunities for students with international business focus and advanced language skills.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
a. Offer at least two internships in Utah in IB to business students.	a.1. Collaborate with the Governor's Office of Economic Development and World Trade Center to create internship opportunities to students (D2, D3). a.2. Recruit students to intern in IB and trade related events in Utah.								
b. Increase the number of students attending IB and trade events in Utah.	b.1. Sponsor at least two students per semester to attend a World Trade Association event. b.2. Organize at least one event at BYU in collaboration with GOED, WTA or U.S. Dept. of Commence to faculty and students.								

Budget Narrative File(s)

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DETAILED BUDGET BY EXPENDITURES (BYU CIBE ADMINISTRATION AND ACTIVITIES)

CIBE BUDGET		2014-2015	
		FEDERAL	MATCH
TOTAL EXPENSES: CIBE ADMINISTRATION AND ACTIVITIES			
Total Personnel		\$59,030	\$552,112
Fringe Benefits		-	\$219,266
Travel		\$221,000	\$38,000
Supplies		\$4,300	\$4,000
Other		\$52,900	\$27,200
Total Direct Costs		\$337,230	\$840,578
Indirect Costs (8%)		\$26,978	-
TOTAL		\$364,208	\$840,578
SECTION 1: CIBE ADMINISTRATION AND FACULTY			
Administrative Personnel			
Managing Director, Cynthia Halliday		-	\$75,000
Program Coordinator, Laura Ricks		-	\$37,000
Financial Analyst, Lisbeth Hopper		-	\$37,000
Executive Secretary, Sarah Dorff		-	\$16,000
Student Employees (<i>study abroad, student exchange, and competitions</i>)		\$20,000	\$20,000
Key Personnel		-	\$275,312
Bruce Money, Director (80%)	Lynn Elliott, International Programs (10%)	Bryan Sudweeks, IB Faculty (5%)	
Steve Glover, Assistant Dean (10%)	Roger McCarty, Global Consulting Projects (10%)	Monte Swain, IB Faculty (5%)	
Shad Morris, IB Faculty (30%)	Eva Witesman, Evaluation (10%)	Aaron Miller, IB Faculty (5%)	
Simon Greathead, IB Faculty (25%)	Mike Roberts, Internships (5%)	Steve Albrecht, IB Faculty (5%)	
Greg Burton, IB Faculty (10%)	Todd Manwaring, Internships (5%)	Jeff Dyer, IB Faculty (5%)	
Brad Agle, Ethics Faculty (10%)	Tom Foster, IB Faculty (5%)	Jeff Thompson, IB Faculty (5%)	
Administrative Personnel Fringe Benefits			
Managing Director, Cynthia Halliday (<i>57.4% of salary</i>)		-	\$43,050
Program Coordinator, Laura Ricks (<i>36.7% of salary</i>)		-	\$13,579
Financial Analyst, Lisbeth Hopper (<i>36.7% of salary</i>)		-	\$13,579

CIBE BUDGET	2014-2015	
	FEDERAL	MATCH
Key Personnel Fringe Benefits		\$119,058
Travel		
Domestic and foreign travel to attend CIBE meetings, CIBE conferences, and other IB Conferences	\$12,000	\$1,500
Other Administrative Travel (NAFSA, CUIBE, NIBES)	\$19,000	-
Supplies		
Miscellaneous office supplies	\$600	\$3,500
Other		
Evaluation	\$3,000	\$3,000
Website	\$2,000	\$15,000
Memberships and Registrations	\$1,300	\$2,000
SECTION 2: ACTIVITIES		
Personnel		
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway (1 research assistant)	\$2,700	-
A3 Global Finance Asset Management LDB Pathway (1 research assistant)	\$2,700	-
A4 Global Mindset Video Project for Business Majors (1 research assistant)	-	\$7,800
A6 Global Business and Literacy Minor (1 teaching assistant per language, 14 business language)	\$11,180	\$60,000
A7 Building Global Talent for MBA Students: Preparing for International Assignments (1 research assistant)	\$1,800	-
A8 Building Global Talent for Undergraduate Students: Unpacking Your Suitcase (1 research assistant)	\$1,800	-
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession (1 RA)	\$1,800	-
A16 International Ethics Modules in the Required Ethics Courses for Undergraduate and Graduate Students (1 RA)	\$6,000	-
A17 Course on Business in Europe (1 research assistant)	\$6,000	-
B2 Business Language Online Courses (2 courses per year)	-	\$12,000
B6 Short Business Cases in French, German, Portuguese and Spanish (1 research assistant, 1 case per year)	\$1,000	-
D5 Social Innovation Internships (2 research assistants)	-	\$12,000
E6 Research on Impact of Culture on Global Strategic Decisions (1 research assistant)	\$900	-
E8 Preparation of Doctoral Students for International Research (1 research assistant)	\$2,250	-
E9 Course Development Grant on Foreign Direct Investment in Africa (1 research assistant per year)	\$900	-
Subtotal Personnel	\$39,030	\$91,800
Fringe Benefits		
A6 Global Business and Literacy Minor (business language instructors)	-	\$30,000
Subtotal Fringe Benefits	-	\$30,000

CIBE BUDGET	2014-2015	
	FEDERAL	MATCH
Travel		
A4 Global Mindset Video Project for Business Majors (<i>1 faculty</i>)	\$4,000	-
A10 Global Field Studies Projects for MBA Students (<i>2 projects, 5 students and 1 faculty per project</i>)	\$20,000	\$1,500
A11 Accounting Field Studies Project in Ghana (<i>10 students, 2 faculty</i>)	\$13,000	\$10,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>1 faculty</i>)	\$3,000	-
A13 Short Cases on Doing Business in Ghana (<i>1 faculty</i>)	\$4,000	-
A14 Business Study Abroad Program in Oxford, England (<i>2 faculty, 5 students</i>)	\$6,000	\$5,000
A15 Accounting Study Abroad Program in China and Hong Kong (<i>2 faculty, 20 students</i>)	\$6,000	\$20,000
B7 CIBE Business Language Conference (<i>2 faculty</i>)	\$3,000	-
B8 Faculty Development in Business Languages (<i>1 faculty</i>)	\$1,500	-
C4 Dine College Initiative (<i>1 faculty</i>)	\$3,000	-
C5 Rocky Mountain CIBE Initiatives (<i>3 faculty</i>)	\$8,000	-
C7 Historical Black Colleges and Universities (HBCU) Project (<i>1 faculty</i>)	\$1,500	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>1 faculty</i>)	\$1,500	-
C10 Faculty Development in International Business (FDIB) China (<i>1 faculty</i>)	\$1,500	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>1 faculty</i>)	\$1,500	-
D1 International Investing Internship in Asia (<i>2 faculty, 20 students</i>)	\$26,000	-
D5 Social Innovation Internships (<i>2 students</i>)	\$8,000	-
D8 World Trade Association of Utah Initiatives (<i>2 faculty, monthly</i>)	\$1,000	-
D9 District Export Council (DEC) Support (<i>1 faculty</i>)	\$500	-
E4 Research on Innovation in International Business (<i>1 faculty</i>)	\$3,000	-
E5 Research on Global Talent (<i>1 faculty</i>)	\$3,000	-
E6 Research on Impact of Culture on Global Strategic Decisions (<i>2 faculty</i>)	\$10,000	-
E8 Preparation of Doctoral Students for International Research (<i>1 visiting scholar</i>)	\$3,000	-
E9 Course Development Grant on Foreign Direct Investment in Africa (<i>2 faculty</i>)	\$8,000	-
E10 Other Research Grants in International Business (<i>10 research grants</i>)	\$50,000	-
Subtotal Travel	\$190,000	\$36,500
Supplies		
A6 Global Business and Literacy Minor (<i>posters, certificates, cases</i>)	\$1,100	-
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession (<i>supplies</i>)	\$1,000	-
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>general supplies</i>)	\$200	\$200
A14 Business Study Abroad Program in Oxford, England (<i>general supplies</i>)	\$150	\$150

CIBE BUDGET	2014-2015	
	FEDERAL	MATCH
A15 Accounting Study Abroad Program in China and Hong Kong (<i>general supplies</i>)	\$150	\$150
B1 Language Certificate for Non-Humanities Majors (<i>posters, certificates</i>)	\$200	-
B4 Business Language Case Competition in Arabic (<i>cases</i>)	\$300	-
D1 International Investing Internship in Asia (<i>general supplies</i>)	\$300	-
E8 Preparation of Doctoral Students for International Research (<i>cases</i>)	\$300	-
Subtotal Supplies	\$3,700	\$500
Other		
A6 Global Business and Literacy Minor (<i>award banquet</i>)	-	\$3,000
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession (<i>refreshments</i>)	-	\$500
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>marketing, refreshments</i>)	-	\$100
A14 Business Study Abroad Program in Oxford, England (<i>marketing, refreshments</i>)	-	\$100
A15 Accounting Study Abroad Program in China and Hong Kong (<i>marketing, refreshments</i>)	-	\$100
B1 Language Certificate for Non-Humanities Majors (<i>award banquet</i>)	-	\$3,000
B4 Business Language Case Competition in Arabic (<i>cases</i>)	\$300	-
B7 CIBE Business Language Conference (<i>sponsorship fee</i>)	\$3,000	-
C2 Executive Certificate of Global Business Management (<i>award</i>)	\$1,000	-
C4 Dine College Initiative (<i>course development grant</i>)	\$2,000	-
C5 Rocky Mountain CIBE Initiatives (<i>conferences, website hosting, research grant for 3 faculty</i>)	\$11,200	-
C7 Historical Black Colleges and Universities (HBCU) Project (<i>co-sponsorship fee</i>)	\$5,000	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>co-sponsorship fee</i>)	\$5,000	-
C10 Faculty Development in International Business (FDIB) China (<i>co-sponsorship fee</i>)	\$5,000	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>co-sponsorship fee</i>)	\$5,000	-
D1 International Investing Internship in Asia (<i>marketing, refreshments</i>)	-	\$100
D2 Governor's Office of Economic Development (GOED) Internships (<i>2 seminars, co-sponsorship fee</i>)	\$1,000	-
D6 Small Business Development Center Export Tools Workshops (<i>2 seminars, co-sponsorship fee</i>)	\$1,000	-
D7 NASBITE Seminars with GOED (<i>1 seminar, co-sponsorship fee</i>)	\$500	-
D8 World Trade Association of Utah Initiatives (<i>membership fee</i>)	\$600	-
D9 District Export Council (DEC) Support (<i>co-sponsorship fee</i>)	\$1,000	-
E1 Conference on Developing Innovative Business Solutions to Help Solve Problems Affecting Emerging Markets (<i>fee</i>)	\$5,000	-
E3 Speed Networking Event on Global Issues (<i>refreshments</i>)	-	\$300
Subtotal Other	\$46,600	\$7,200

DETAILED BUDGET BY EXPENDITURES (BYU CIBE ADMINISTRATION AND ACTIVITIES)

CIBE BUDGET		2015-2016	
		FEDERAL	MATCH
TOTAL EXPENSES: CIBE ADMINISTRATION AND ACTIVITIES			
Total Personnel		\$40,115	\$577,389
Fringe Benefits		-	\$225,844
Travel		\$233,000	\$78,000
Supplies		\$5,518	\$4,105
Other		\$58,600	\$33,900
Total Direct Costs		\$337,233	\$919,238
Indirect Costs (8%)		\$27,059	-
	TOTAL	\$364,292	\$919,238
SECTION 1: CIBE ADMINISTRATION AND FACULTY			
Administrative Personnel			
Managing Director, Cynthia Halliday		-	\$77,250
Program Coordinator, Laura Ricks		-	\$38,110
Financial Analyst, Lisbeth Hopper		-	\$38,110
Executive Secretary, Sarah Dorff		-	\$16,480
Student Employees (<i>study abroad, student exchange, and competitions</i>)		\$21,000	\$21,000
		-	\$283,571
Key Personnel			
Bruce Money, Director (80%)	Lynn Elliott, International Programs (10%)	Bryan Sudweeks, IB Faculty (5%)	
Steve Glover, Assistant Dean (10%)	Roger McCarty, Global Consulting Projects (10%)	Monte Swain, IB Faculty (5%)	
Shad Morris, IB Faculty (30%)	Eva Witesman, Evaluation (10%)	Aaron Miller, IB Faculty (5%)	
Simon Greathead, IB Faculty (25%)	Mike Roberts, Internships (5%)	Steve Albrecht, IB Faculty (5%)	
Greg Burton, IB Faculty (10%)	Todd Manwaring, Internships (5%)	Jeff Dyer, IB Faculty (5%)	
Brad Agle, Ethics Faculty (10%)	Tom Foster, IB Faculty (5%)	Jeff Thompson, IB Faculty (5%)	
Administrative Personnel Fringe Benefits			
Managing Director, Cynthia Halliday (<i>57.4% of salary</i>)		-	\$44,342
Program Coordinator, Laura Ricks (<i>36.7% of salary</i>)		-	\$13,986
Financial Analyst, Lisbeth Hopper (<i>36.7% of salary</i>)		-	\$13,986

CIBE BUDGET	2015-2016	
	FEDERAL	MATCH
Key Personnel Fringe Benefits	-	\$122,630
Travel		
Domestic and foreign travel to attend CIBE meetings, CIBE conferences, and other IB Conferences	\$12,000	\$1,500
Other Administrative Travel (<i>NAFSA, CUIBE, NIBES</i>)	\$19,000	-
Supplies		
Miscellaneous office supplies	\$618	\$3,605
Other		
Evaluation	\$3,000	\$3,000
Website	\$2,000	\$15,000
Memberships & Registrations	\$1,300	\$2,000
SECTION 2: ACTIVITIES		
Personnel		
A4 Global Mindset Video Project for Business Majors (<i>1 research assistant</i>)	-	\$8,034
A5 Global Mindset Video Project for Non-Business Majors (<i>1 research assistant</i>)	-	\$8,034
A6 Global Business and Literacy Minor (<i>1 teaching assistant per course, 14 business language courses</i>)	\$11,415	\$61,800
A13 Short Cases on Doing Business in Ghana (<i>1 research assistant</i>)	\$3,000	-
B2 Business Language Online Courses (<i>2 courses per year</i>)	-	\$12,000
B3 Global Mindset Video in Foreign Business Languages (<i>1 research assistant</i>)	\$1,000	\$1,000
B6 Short Business Cases in French, German, Portuguese and Spanish (<i>1 research assistant, 1 case per year</i>)	\$1,000	-
D5 Social Innovation Internships (<i>1 research assistant</i>)	-	\$12,000
E4 Research on Innovation in International Business (<i>1 research assistant</i>)	\$900	-
E5 Research on Global Talent (<i>1 research assistant</i>)	\$900	-
E9 Course Development Grant on Foreign Direct Investment in Africa (<i>1 research assistant</i>)	\$900	-
Subtotal Personnel	\$19,115	\$102,868
Fringe Benefits		
A6 Global Business and Literacy Minor (<i>business language instructors</i>)	-	\$30,900
Subtotal Fringe Benefits	-	\$30,900
Travel		
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway (<i>15 student, 2 faculty</i>)	\$16,500	\$15,000
A2 Emerging Market Global Supply Chain Study Abroad (<i>20-30 students, 1 faculty</i>)	\$17,000	\$25,000
A10 Global Field Studies Projects for MBA Students (<i>2 projects, 5 students per project, 2 faculty</i>)	\$20,000	\$1,500

CIBE BUDGET	2015-2016	
	FEDERAL	MATCH
A11 Accounting Field Studies Project in Ghana (<i>10 students, 2 faculty</i>)	\$13,000	\$10,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>1 agreement per year, 1 faculty</i>)	\$3,000	-
A14 Business Study Abroad Program in Oxford, England (<i>2 faculty, 5 students</i>)	\$5,000	\$5,000
A15 Accounting Study Abroad Program in China and Hong Kong (<i>2 faculty, 20 students</i>)	\$6,000	\$20,000
B7 CIBE Business Language Conference (<i>2 faculty</i>)	\$3,000	-
B8 Faculty Development in Business Languages (<i>1 faculty</i>)	\$1,500	-
C1 Salt Lake Community College Initiatives (<i>1 faculty, 2 students</i>)	\$4,000	-
C4 Dine College Initiative (<i>1 faculty</i>)	\$3,000	-
C5 Rocky Mountain CIBE Initiatives (<i>3 faculty</i>)	\$8,000	-
C7 Historical Black Colleges and Universities (HBCU) Project (<i>1 faculty</i>)	\$1,500	-
C8 Faculty Development in International Business (FDIB) MENA (<i>1 faculty</i>)	\$1,500	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>1 faculty</i>)	\$1,500	-
C10 Faculty Development in International Business (FDIB) China (<i>1 faculty</i>)	\$1,500	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>1 faculty</i>)	\$1,500	-
D1 International Investing Internship in Asia (<i>2 faculty, 20 students</i>)	\$26,000	-
D5 Social Innovation Internships (<i>2 students</i>)	\$8,000	-
D8 World Trade Association of Utah Initiatives (<i>2 faculty, monthly</i>)	\$1,000	-
D9 District Export Council (DEC) Support (<i>1 faculty</i>)	\$500	-
E4 Research on Innovation in International Business (<i>1 faculty</i>)	\$3,000	-
E5 Research on Global Talent (<i>1 faculty</i>)	\$3,000	-
E8 Preparation of Doctoral Students for International Research (<i>1 visiting scholar</i>)	\$3,000	-
E10 Other Research Grants in International Business (<i>10 faculty</i>)	\$50,000	-
Subtotal Travel	\$202,000	\$76,500
Supplies		
A6 Global Business and Literacy Minor (<i>posters, certificates, cases</i>)	\$1,100	-
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>general supplies</i>)	\$200	\$200
A14 Business Study Abroad Program in Oxford, England (<i>general supplies</i>)	\$150	\$150
A15 Accounting Study Abroad Program in China and Hong Kong (<i>general supplies</i>)	\$150	\$150
B1 Language Certificate for Non-Humanities Majors (<i>posters, certificates</i>)	\$200	-
B4 Business Language Case Competition in Arabic (<i>general supplies</i>)	\$1,000	-
C6 International Business Summit and Case Competition (<i>cases, posters, etc.</i>)	\$1,500	-
D1 International Investing Internship in Asia (<i>general supplies</i>)	\$300	-

CIBE BUDGET	2015-2016	
	FEDERAL	MATCH
E8 Preparation of Doctoral Students for International Research (<i>cases</i>)	\$300	-
Subtotal Supplies	\$4,900	\$500
Other		
A6 Global Business and Literacy Minor (<i>award banquet</i>)	-	\$3,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>marketing, refreshments</i>)	-	\$100
A14 Business Study Abroad Program in Oxford, England (<i>marketing, refreshments</i>)	-	\$100
A15 Accounting Study Abroad Program in China and Hong Kong (<i>marketing, refreshments</i>)	-	\$100
B1 Language Certificate for Non-Humanities Majors (<i>award banquet</i>)	-	\$3,000
B4 Business Language Case Competition in Arabic (<i>award banquet</i>)	-	\$4,000
B7 CIBE Business Language Conference (<i>sponsorship fee</i>)	\$3,000	-
C4 Dine College Initiative (<i>course development grant</i>)	\$2,000	-
C5 Rocky Mountain CIBE Initiatives (<i>conferences, website hosting, research grant for 3 faculty</i>)	\$14,200	-
C6 International Business Summit and Case Competition (<i>competition expenses</i>)	\$3,000	\$3,000
C7 Historical Black Colleges and Universities (HBCU) Project (<i>co-sponsorship fee</i>)	\$5,000	-
C8 Faculty Development in International Business (FDIB) MENA (<i>co-sponsorship fee</i>)	\$5,000	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>co-sponsorship fee</i>)	\$5,000	-
C10 Faculty Development in International Business (FDIB) China (<i>co-sponsorship fee</i>)	\$5,000	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>co-sponsorship fee</i>)	\$5,000	-
D1 International Investing Internship in Asia (<i>marketing, refreshments</i>)	-	\$100
D2 Governor's Office of Economic Development (GOED) Internships (<i>2 seminars, co-sponsorship fees</i>)	\$1,000	-
D6 Small Business Development Center Export Tools Workshops (<i>2 seminars, co-sponsorship fees</i>)	\$1,000	-
D7 NASBITE Seminars with GOED (<i>co-sponsorship fee</i>)	\$500	-
D8 World Trade Association of Utah Initiatives (<i>membership fee</i>)	\$600	-
D9 District Export Council (DEC) Support (<i>co-sponsorship fee</i>)	\$1,000	-
E3 Speed Networking Event on Global Issues (<i>refreshments</i>)	-	\$500
E6 Research on Impact of Culture on Global Strategic Decisions (<i>publication</i>)	\$1,000	-
Subtotal Other	\$52,300	\$13,900

DETAILED BUDGET BY EXPENDITURES (BYU CIBE ADMINISTRATION AND ACTIVITIES)

CIBE BUDGET		2016-2017	
		FEDERAL	MATCH
TOTAL EXPENSES: CIBE ADMINISTRATION AND ACTIVITIES			
Total Personnel		\$39,701	\$594,331
Fringe Benefits		-	\$232,620
Travel		\$233,495	\$78,000
Supplies		\$6,537	\$4,213
Other		\$54,600	\$38,400
Total Direct Costs		\$334,333	\$947,564
Indirect Costs (8%)		\$26,747	-
TOTAL		\$361,080	\$947,564
SECTION 1: CIBE ADMINISTRATION AND FACULTY			
Administrative Personnel			
Managing Director, Cynthia Halliday		-	\$79,568
Program Coordinator, Laura Ricks		-	\$39,253
Financial Analyst, Lisbeth Hopper		-	\$39,253
Executive Secretary, Sarah Dorff		-	\$16,974
Student Employees (<i>study abroad, student exchange, competitions</i>)		\$22,000	\$22,000
Key Personnel		-	\$292,079
Bruce Money, Director (80%)	Lynn Elliott, International Programs (10%)	Bryan Sudweeks, IB Faculty (5%)	
Steve Glover, Assistant Dean (10%)	Roger McCarty, Global Consulting Projects (10%)	Monte Swain, IB Faculty (5%)	
Shad Morris, IB Faculty (30%)	Eva Witesman, Evaluation (10%)	Aaron Miller, IB Faculty (5%)	
Simon Greathead, IB Faculty (25%)	Mike Roberts, Internships (5%)	Steve Albrecht, IB Faculty (5%)	
Greg Burton, IB Faculty (10%)	Todd Manwaring, Internships (5%)	Jeff Dyer, IB Faculty (5%)	
Brad Agle, Ethics Faculty (10%)	Tom Foster, IB Faculty (5%)	Jeff Thompson, IB Faculty (5%)	
Administrative Personnel Fringe Benefits			
Managing Director, Cynthia Halliday (<i>57.4% of salary</i>)		-	\$45,672
Program Coordinator, Laura Ricks (<i>36.7% of salary</i>)		-	\$14,406
Financial Analyst, Lisbeth Hopper (<i>36.7% of salary</i>)		-	\$14,406

CIBE BUDGET	2016-2017	
	FEDERAL	MATCH
Key Personnel Fringe Benefits	-	\$126,309
Travel		
Domestic and foreign travel to attend CIBE meetings, CIBE conferences, and other IB Conferences	\$12,000	\$1,500
Other Administrative Travel (NAFSA, CUIBE, NIBES)	\$19,000	-
Supplies		
Miscellaneous office supplies	\$637	\$3,713
Other		
Evaluation	\$3,000	\$3,000
Website	\$2,000	\$15,000
Memberships & Registrations	\$1,300	\$2,000
SECTION 2: ACTIVITIES		
Personnel		
A4 Global Mindset Video Project for Business Majors (1 research assistant)	-	\$8,275
A5 Global Mindset Video Project for Non-Business Majors (1 research assistant)	-	\$8,275
A6 Global Business and Literacy Minor (1 teaching assistant per course, 10 business language courses)	\$11,861	\$63,654
A13 Short Cases on Doing Business in Ghana (1 research assistant)	\$3,090	-
B2 Business Language Online Courses (2 courses per year)	-	\$12,000
B3 Global Mindset Video in Foreign Business Languages (1 research assistant)	\$1,000	\$1,000
B6 Short Business Cases in French, German, Portuguese and Spanish (1 research assistant)	\$1,000	-
D5 Social Innovation Internships (1 research assistant)	-	\$12,000
E7 Research on Global Ethics (1 research assistant)	\$750	-
Subtotal Personnel	\$17,701	\$105,204
Fringe Benefits		
A6 Global Business and Literacy Minor (business language instructors)	-	\$31,827
Subtotal Fringe Benefits	-	\$31,827
Travel		
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway (15 students, 2 faculty)	\$16,995	\$15,000
A2 Emerging Market Global Supply Chain Study Abroad (20-30 students, 1 faculty)	\$17,000	\$25,000
A10 Global Field Studies Projects for MBA Students (2 projects, 5 students per project, 2 faculty)	\$20,000	\$1,500
A11 Accounting Field Studies Project in Ghana (10 students, 1 faculty)	\$13,000	\$10,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (1 agreement per year, 1 faculty)	\$3,000	-

CIBE BUDGET	2016-2017	
	FEDERAL	MATCH
A14 Business Study Abroad Program in Oxford, England (2 faculty, 5 students)	\$6,000	\$5,000
A15 Accounting Study Abroad Program in China and Hong Kong (2 faculty, 20 students)	\$6,000	\$20,000
B7 CIBE Business Language Conference (2 faculty)	\$3,000	-
B8 Faculty Development in Business Languages (1 faculty)	\$1,500	-
C1 Salt Lake Community College Initiatives (1 faculty, 2 students)	\$4,000	-
C4 Dine College Initiative (1 faculty)	\$3,000	-
C5 Rocky Mountain CIBE Initiatives (3 faculty)	\$8,000	-
C7 Historical Black Colleges and Universities (HBCU) Project (1 faculty)	\$1,500	-
C8 Faculty Development in International Business (FDIB) MENA (1 faculty)	\$1,500	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (1 faculty)	\$1,500	-
C10 Faculty Development in International Business (FDIB) China (1 faculty)	\$1,500	-
C11 Faculty Development in International Business (FDIB) Brussels (1 faculty)	\$1,500	-
D1 International Investing Internship in Asia (2 faculty, 20 students)	\$26,000	-
D5 Social Innovation Internships (2 students)	\$8,000	-
D8 World Trade Association of Utah Initiatives (1 faculty)	\$1,000	-
D9 District Export Council (DEC) Support (1 faculty)	\$500	-
E7 Research on Global Ethics (2 faculty)	\$5,000	-
E8 Preparation of Doctoral Students for International Research (1 visiting scholar)	\$3,000	-
E10 Other Research Grants in International Business (10 faculty)	\$50,000	-
Subtotal Travel	\$202,495	\$76,500
Supplies		
A6 Global Business and Literacy Minor (posters, certificates, cases)	\$1,100	-
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession (supplies)	\$1,000	-
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (general supplies)	\$200	\$200
A14 Business Study Abroad Program in Oxford, England (general supplies)	\$150	\$150
A15 Accounting Study Abroad Program in China and Hong Kong (general supplies)	\$150	\$150
B1 Language Certificate for Non-Humanities Majors (posters, certificates)	\$200	-
B4 Business Language Case Competition in Arabic (general supplies)	\$1,000	-
C6 International Business Summit and Case Competition (cases, posters, etc.)	\$1,500	-
D1 International Investing Internship in Asia (general supplies)	\$300	-
E8 Preparation of Doctoral Students for International Research (cases)	\$300	-
Subtotal Supplies	\$5,900	\$500

CIBE BUDGET	2016-2017	
	FEDERAL	MATCH
Other		
A6 Global Business and Literacy Minor (<i>award banquet</i>)	-	\$3,000
A9 Building Global Talent for Accounting Students: International Rotations in the Accounting Profession (<i>refreshments</i>)	-	\$500
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>marketing, food</i>)	-	\$100
A14 Business Study Abroad Program in Oxford, England (<i>marketing, food</i>)	-	\$100
A15 Accounting Study Abroad Program in China and Hong Kong (<i>marketing, food</i>)	-	\$100
B1 Language Certificate for Non-Humanities Majors (<i>award banquet</i>)	-	\$3,000
B4 Business Language Case Competition in Arabic (<i>cases, award banquet</i>)	-	\$4,000
B7 CIBE Business Language Conference (<i>sponsorship fee</i>)	\$3,000	-
C4 Dine College Initiative (<i>course development grant</i>)	\$2,000	-
C5 Rocky Mountain CIBE Initiatives (<i>website hosting, research grant for 3 faculty</i>)	\$6,200	-
C6 International Business Summit and Case Competition (<i>competition expenses</i>)	\$3,000	\$3,000
C7 Historical Black Colleges and Universities (HBCU) Project (<i>co-sponsorship fee</i>)	\$5,000	-
C8 Faculty Development in International Business (FDIB) MENA (<i>co-sponsorship</i>)	\$5,000	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>co-sponsorship fee</i>)	\$5,000	-
C10 Faculty Development in International Business (FDIB) China (<i>co-sponsorship fee</i>)	\$5,000	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>co-sponsorship fee</i>)	\$5,000	-
D1 International Investing Internship in Asia (<i>marketing, refreshments</i>)	-	\$100
D2 Governor's Office of Economic Development (GOED) Internships (<i>2 co-sponsorships</i>)	\$1,000	-
D6 Small Business Development Center Export Tools Workshops (<i>2 co-sponsorships</i>)	\$1,000	-
D7 NASBITE Seminars with GOED (<i>co-sponsorship fee</i>)	\$500	-
D8 World Trade Association of Utah Initiatives (<i>membership fee</i>)	\$600	-
D9 District Export Council (DEC) Support (<i>co-sponsorship fee</i>)	\$1,000	-
E2 Research Symposium on Conflict Minerals (<i>co-sponsorship</i>)	\$3,000	\$4,000
E3 Speed Networking Event on Global Issues (<i>refreshments</i>)	-	\$500
E4 Research on Innovation in International Business (<i>publication</i>)	\$1,000	-
E5 Research on Global Talent (<i>publication</i>)	\$1,000	-
Subtotal Other	\$48,300	\$18,400

DETAILED BUDGET BY EXPENDITURES (BYU CIBE ADMINISTRATION AND ACTIVITIES)

CIBE BUDGET		2017-2018	
		FEDERAL	MATCH
TOTAL EXPENSES: CIBE ADMINISTRATION AND ACTIVITIES			
Total Personnel		\$44,300	\$616,751
Fringe Benefits		-	\$239,598
Travel		\$230,040	\$78,000
Supplies		\$5,956	\$4,325
Other		\$57,400	\$39,400
Total Direct Costs		\$337,696	\$978,074
Indirect Costs (8%)		\$27,016	-
TOTAL		\$364,712	\$978,074
SECTION 1: CIBE ADMINISTRATION AND FACULTY			
Administrative Personnel			
Managing Director, Cynthia Halliday		-	\$81,955
Program Coordinator, Laura Ricks		-	\$40,431
Financial Analyst, Lisbeth Hopper		-	\$40,431
Executive Secretary, Sarah Dorff		-	\$17,484
Student Employees (<i>study Abroad, student exchange, competitions</i>)		23,000	\$23,000
Key Personnel		-	\$300,841
Bruce Money, Director (80%)	Lynn Elliott, International Programs (10%)	Bryan Sudweeks, IB Faculty (5%)	
Steve Glover, Assistant Dean (10%)	Roger McCarty, Global Consulting Projects (10%)	Monte Swain, IB Faculty (5%)	
Shad Morris, IB Faculty (30%)	Eva Witesman, Evaluation (10%)	Aaron Miller, IB Faculty (5%)	
Simon Greathead, IB Faculty (25%)	Mike Roberts, Internships (5%)	Steve Albrecht, IB Faculty (5%)	
Greg Burton, IB Faculty (10%)	Todd Manwaring, Internships (5%)	Jeff Dyer, IB Faculty (5%)	
Brad Agle, Ethics Faculty (10%)	Tom Foster, IB Faculty (5%)	Jeff Thompson, IB Faculty (5%)	
Administrative Personnel Fringe Benefits			
Managing Director, Cynthia Halliday (<i>57.4% of salary</i>)		-	\$47,042
Program Coordinator, Laura Ricks (<i>36.7% of salary</i>)		-	\$14,838
Financial Analyst, Lisbeth Hopper (<i>36.7% of salary</i>)		-	\$14,838

CIBE BUDGET	2017-2018	
	FEDERAL	MATCH
Key Personnel Fringe Benefits	-	\$130,098
Travel		
Domestic and foreign travel to attend CIBE meetings, CIBE conferences, and other IB Conferences	\$12,000	\$1,500
Other Administrative Travel (<i>NAFSA, CUIBE, NIBES</i>)	\$19,000	-
Supplies		
Miscellaneous office supplies	\$656	\$3,825
Other		
Evaluation	\$3,000	\$3,000
Website	\$2,000	\$15,000
Memberships & Registrations	\$1,300	\$2,000
SECTION 2: ACTIVITIES		
Personnel		
A4 Global Mindset Video Project for Business Majors (<i>1 research assistant</i>)	-	\$8,523
A5 Global Mindset Video Project for Non-Business Majors (<i>1 research assistant</i>)	-	\$8,523
A6 Global Business and Literacy Minor (<i>1 teaching assistant per course, 14 business language courses</i>)	\$12,217	\$65,563
A13 Short Cases on Doing Business in Ghana (<i>1 research assistant</i>)	\$3,183	-
B2 Business Language Online Courses (<i>2 faculty</i>)	-	\$12,000
B3 Global Mindset Video in Foreign Business Languages (<i>1 research assistant</i>)	\$1,000	\$1,000
B5 High School Business Language Competition in Chinese and French (<i>10 high school advisors</i>)	\$3,900	\$5,000
B6 Short Business Cases in French, German, Portuguese and Spanish (<i>1 research assistant</i>)	\$1,000	-
D5 Social Innovation Internships (<i>1 research assistant</i>)	-	\$12,000
Subtotal Personnel	\$21,300	\$112,609
Fringe Benefits		
A6 Global Business and Literacy Minor (<i>business language instructors</i>)	-	\$32,782
Subtotal Fringe Benefits	-	\$32,782
Travel		
A1 Global Supply Chain Learn-Do-Become (LDB) Pathway (<i>1 student, one faculty</i>)	\$17,505	\$15,000
A2 Emerging Market Global Supply Chain Study Abroad (<i>20-30 students, 1 faculty</i>)	\$18,035	\$25,000
A10 Global Field Studies Projects for MBA Students (<i>5 students, 2 faculty</i>)	\$20,000	\$1,500
A11 Accounting Field Studies Project in Ghana (<i>10 students, 1 faculty</i>)	\$13,000	\$10,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>1 faculty</i>)	\$3,000	-

CIBE BUDGET	2017-2018	
	FEDERAL	MATCH
A14 Business Study Abroad Program in Oxford, England (2 faculty, 5 students)	\$6,000	\$5,000
A15 Accounting Study Abroad Program in China and Hong Kong (2 faculty, 20 students)	\$6,000	\$20,000
B7 CIBE Business Language Conference (2 faculty)	\$3,000	-
B8 Faculty Development in Business Languages (1 faculty)	\$1,500	-
C1 Salt Lake Community College Initiatives (1 faculty, 2 students)	\$4,000	-
C4 Dine College Initiative (1 faculty)	\$3,000	-
C5 Rocky Mountain CIBE Initiatives (4 faculty)	\$8,000	-
C7 Historical Black Colleges and Universities (HBCU) Project (1 faculty)	\$1,500	-
C8 Faculty Development in International Business (FDIB) MENA (1 faculty)	\$1,500	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (1 faculty)	\$1,500	-
C10 Faculty Development in International Business (FDIB) China (1 faculty)	\$1,500	-
C11 Faculty Development in International Business (FDIB) Brussels (1 faculty)	\$1,500	-
D1 International Investing Internship in Asia (2 faculty, 20 students)	\$26,000	-
D5 Social Innovation Internships (2 students)	\$8,000	-
D8 World Trade Association of Utah Initiatives (1 faculty)	\$1,000	-
D9 District Export Council (DEC) Support (1 faculty)	\$500	-
E8 Preparation of Doctoral Students for International Research (1 faculty)	\$3,000	-
E10 Other Research Grants in International Business (10 faculty)	\$50,000	-
Subtotal Travel	\$199,040	\$76,500
Supplies		
A6 Global Business and Literacy Minor (posters, certificates, cases)	\$1,100	-
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (general supplies)	\$200	\$200
A14 Business Study Abroad Program in Oxford, England (general supplies)	\$150	\$150
A15 Accounting Study Abroad Program in China and Hong Kong (general supplies)	\$150	\$150
B1 Language Certificate for Non-Humanities Majors (posters, certificates)	\$200	-
B4 Business Language Case Competition in Arabic (general supplies)	\$1,000	-
B5 High School Business Language Competition in Chinese and French (general supplies)	\$400	-
C6 International Business Summit and Case Competition (cases, posters, etc.)	\$1,500	-
D1 International Investing Internship in Asia (general supplies)	\$300	-
E8 Preparation of Doctoral Students for International Research (cases)	\$300	-
Subtotal Supplies	\$5,300	\$500

CIBE BUDGET	2017-2018	
	FEDERAL	MATCH
Other		
A6 Global Business and Literacy Minor (<i>award banquet</i>)	-	\$3,000
A12 University Exchange Agreements in Ghana, India, Italy, Jordan, and Spain (<i>marketing, food</i>)	-	\$100
A14 Business Study Abroad Program in Oxford, England (<i>marketing, food</i>)	-	\$100
A15 Accounting Study Abroad Program in China and Hong Kong (<i>marketing, food</i>)	-	\$100
B1 Language Certificate for Non-Humanities Majors (<i>award banquet</i>)	-	\$3,000
B4 Business Language Case Competition in Arabic (<i>cases, award banquet</i>)	\$300	\$4,000
B5 High School Business Language Competition in Chinese and French (<i>award ceremony</i>)	-	\$1,500
B7 CIBE Business Language Conference (<i>sponsorship fee</i>)	\$3,000	-
C4 Dine College Initiative (<i>course development grant</i>)	\$2,000	-
C5 Rocky Mountain CIBE Initiatives (<i>conferences, website hosting, research grant for 3 faculty</i>)	\$10,200	-
C6 International Business Summit and Case Competition (<i>additional costs</i>)	\$3,000	\$3,000
C7 Historical Black Colleges and Universities (HBCU) Project (<i>co-sponsorship fee</i>)	\$5,000	-
C8 Faculty Development in International Business (FDIB) MENA (<i>co-sponsorship</i>)	\$5,000	-
C9 Faculty Development in International Business (FDIB) Sub-Saharan Africa with USC (<i>co-sponsorship fee</i>)	\$5,000	-
C10 Faculty Development in International Business (FDIB) China (<i>co-sponsorship fee</i>)	\$5,000	-
C11 Faculty Development in International Business (FDIB) Brussels (<i>co-sponsorship fee</i>)	\$5,000	-
D1 International Investing Internship in Asia (<i>marketing, food, scholarship for 20 students</i>)	-	\$100
D2 Governor's Office of Economic Development (GOED) Internships (<i>2 co-sponsorships</i>)	\$1,000	-
D6 Small Business Development Center Export Tools Workshops (<i>2 co-sponsorships</i>)	\$1,000	-
D7 NASBITE Seminars with GOED (<i>co-sponsorship fee</i>)	\$500	-
D8 World Trade Association of Utah Initiatives (<i>membership fee</i>)	\$600	-
D9 District Export Council (DEC) Support (<i>co-sponsorship fee</i>)	\$500	-
E2 Research Symposium on Conflict Minerals (<i>co-sponsorship</i>)	\$3,000	\$4,000
E3 Speed Networking Event on Global Issues (<i>refreshments</i>)	-	\$500
E7 Research on Global Ethics (<i>publication</i>)	\$1,000	-
Subtotal Other	\$51,100	\$19,400

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Brigham Young University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	59,030.00	40,115.00	39,701.00	44,300.00		183,146.00
2. Fringe Benefits						
3. Travel	221,000.00	233,000.00	233,495.00	230,040.00		917,535.00
4. Equipment						
5. Supplies	4,300.00	5,518.00	6,537.00	5,956.00		22,311.00
6. Contractual						
7. Construction						
8. Other	52,900.00	58,600.00	54,600.00	57,400.00		223,500.00
9. Total Direct Costs (lines 1-8)	337,230.00	337,233.00	334,333.00	337,696.00		1,346,492.00
10. Indirect Costs*	26,978.00	27,059.00	26,747.00	27,016.00		107,800.00
11. Training Stipends						
12. Total Costs (lines 9-11)	364,208.00	364,292.00	361,080.00	364,712.00		1,454,292.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/03/2014 To: 12/31/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 50.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Brigham Young University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	552,112.00	577,389.00	594,331.00	616,751.00		2,340,583.00
2. Fringe Benefits	219,266.00	225,844.00	232,620.00	239,598.00		917,328.00
3. Travel	38,000.00	78,000.00	78,000.00	78,000.00		272,000.00
4. Equipment						
5. Supplies	4,000.00	4,105.00	4,213.00	4,325.00		16,643.00
6. Contractual						
7. Construction						
8. Other	27,200.00	33,900.00	38,400.00	39,400.00		138,900.00
9. Total Direct Costs (lines 1-8)	840,578.00	919,238.00	947,564.00	978,074.00		3,685,454.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	840,578.00	919,238.00	947,564.00	978,074.00		3,685,454.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Richard	Bruce	Money	Ph.D

Address:

Street1:	360 TNRB
Street2:	
City:	Provo
County:	
State:	UT: Utah
Zip Code:	84602
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801-422-4535	

Email Address:

moneyb@byu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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